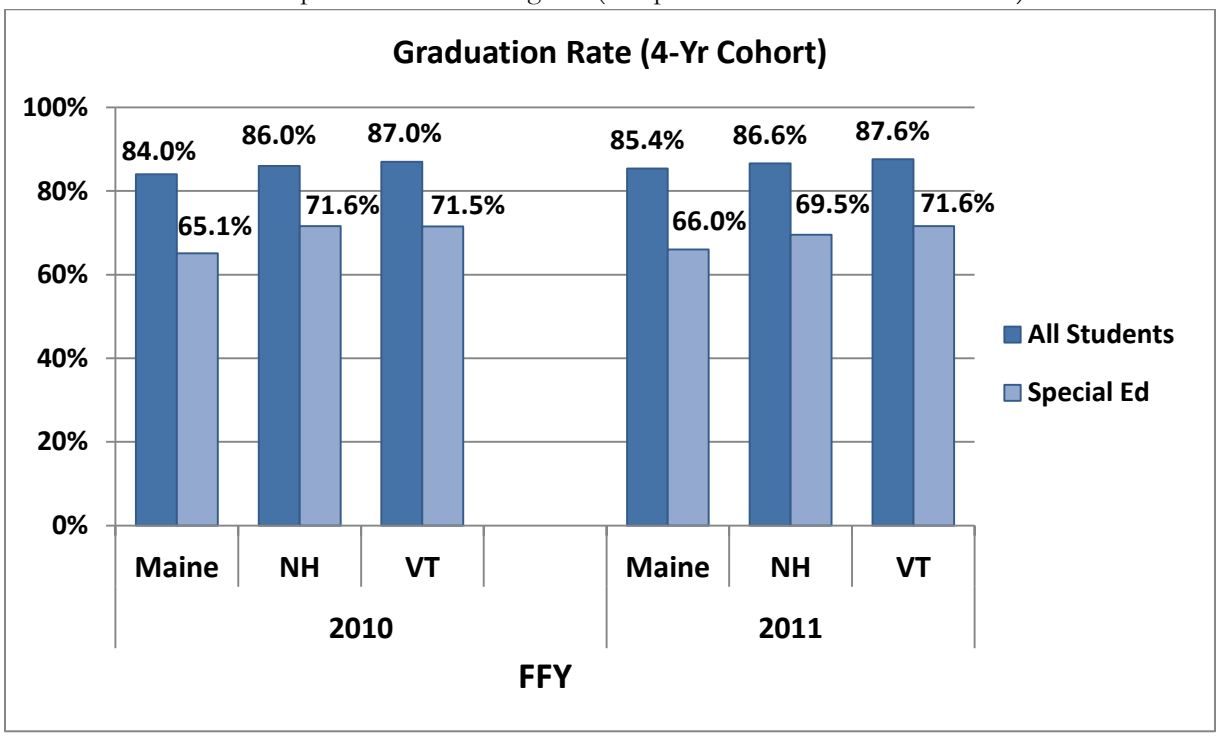
SSIP APPENDIX

APPENDIX A: DATA ANALYSIS

Label 1: State Profile Data

1) Proficiency Rates
    a. Performance on Statewide Assessments
        i. Math
            1. Maine 28%
            2. National average 35%
        ii. Reading
            1. Maine 32%
            2. National average 36%

2) Graduation Rates
    i. Children With Disabilities in Maine (FFY 2010) 66%
    ii. All Students in Maine (FFY 2010) 84%
    iii. Will compare with national figures (comparison with NH and VT below)



Sources:

Maine 2010 All Students: eddataexpress = 84%
Maine 2010 SpEd: APR = 65.1% (but eddataexpress says 66%)
NH 2010 All Students: eddataexpress = 86%
NH 2010 SpEd: APR = 71.56% (but eddataexpress says 69%)
VT 2010 All Students: eddataexpress = 87%
VT 2010 SpEd: APR = 71.53% (but eddataexpress says 69%)

Maine 2011 All Students: Maine DOE Data Warehouse = 85.4%

Maine 2011 SpEd: APR = 66.02%

NH 2011 All Students: NH DOE website = 86.63%
NH 2011 SpEd: APR =
69.46%
VT 2011 All Students: VT DOE website = 87.6%
VT 2011 SpEd APR =
71.59%

3) Educational Environment (LRE), and
    a. Educational Environments
        i. Intellectual Disability: >80% of day much lower than national average (5.6% vs. 17.0%)
        ii. Multiple Disabilities: >80% of day much higher than national average (26.3% vs. 13%)

4) Disability Identification Rates
    a. Ages 6-20 identification of children by disability category
        i. Autism
            1. Maine 1.39%
            2. National average .90%
        ii. Emotional Disturbance
            1. Maine 1.43%
            2. National average .82%
        iii. Multiple Disabilities
            1. Maine 1.65%
            2. National average .28%
        iv. Other Health Impairment
            1. Maine 3.35%
            2. National average 1.63%
        v. Other: Intellectual Disability significantly under identified
            1. Maine .39%
            2. National average .96%

Label 2: Broad data analysis of four possible focus areas

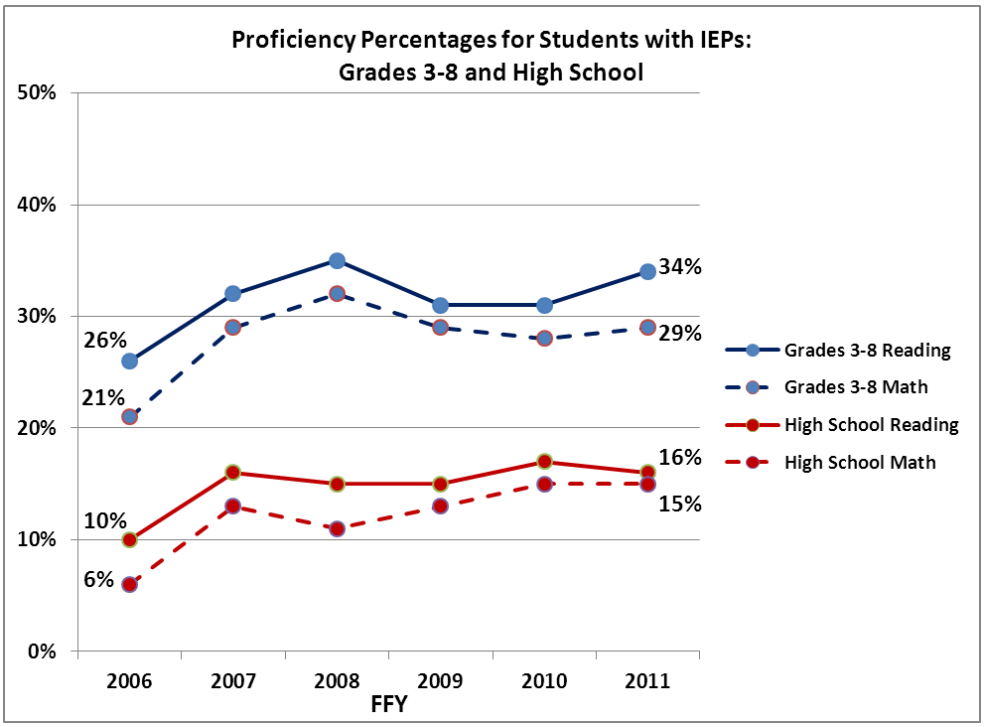
Proficiency on Statewide Exams

Each school administrative unit (SAU) reports the percentage of students who meet proficiency standards based on their performance on statewide exams. In the Annual Performance Report (APR), Maine reports the proficiency percentages for two groups of students in special education:

1) Students in grades 3 through 8 make up one group. Some students take the New England Common Assessment and some take the Personalized Alternate Assessment; proficiency percentages reflect scores on both of these assessments.

2) High school students make up the other group. These students take the Maine High School Assessment (MHSA), typically in 11th grade, and some take the Personalized Alternate Assessment.

1. We began by looking at the proficiency percentages that are reported in the Annual Performance Report for the two grade groups. Because Maine's APR reports math and reading separately, they're shown separately on the graph below.

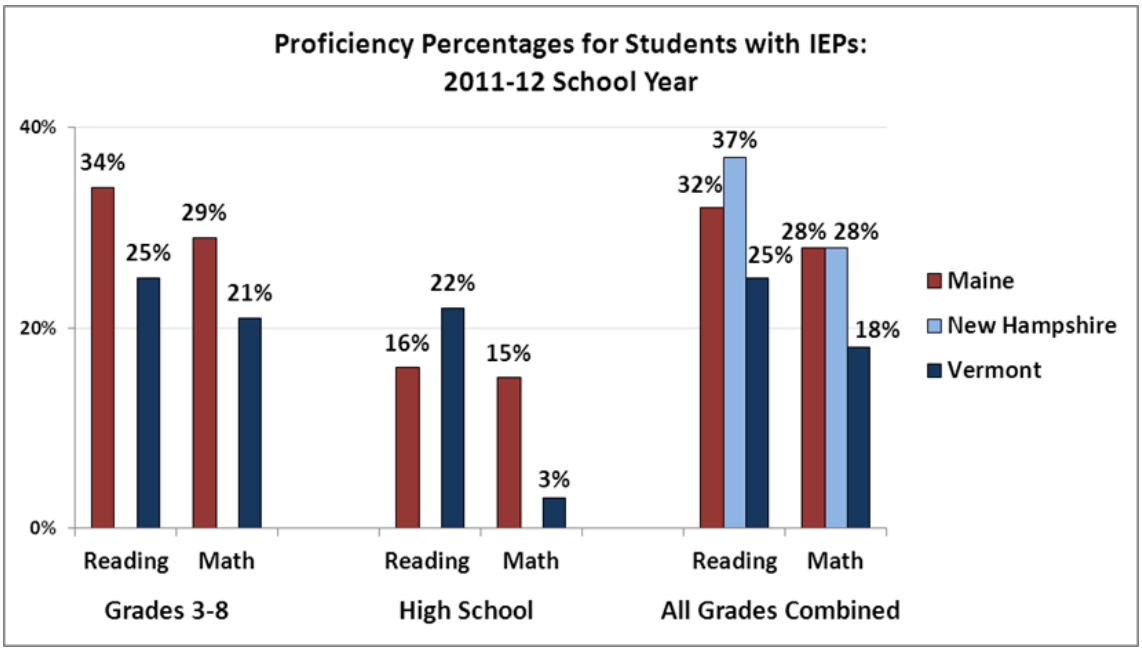


- There has been an overall increase in proficiency during this 6-year span, but Maine hasn't been meeting the APR targets. The proficiency targets for 2011-12 were between 66% and 78% (depending on reading vs. math, high school vs. the 3rd-through-8th-grade group). Maine's targets are comparable to New Hampshire (71% for reading, 70% for math), but they are higher than Vermont's (27% for reading, 25% for math).

- Math proficiency has been consistently lower than reading proficiency for both groups of students.

- The percentage of high school students who are proficient is substantially lower than the percentage of 3rd through 8th graders.

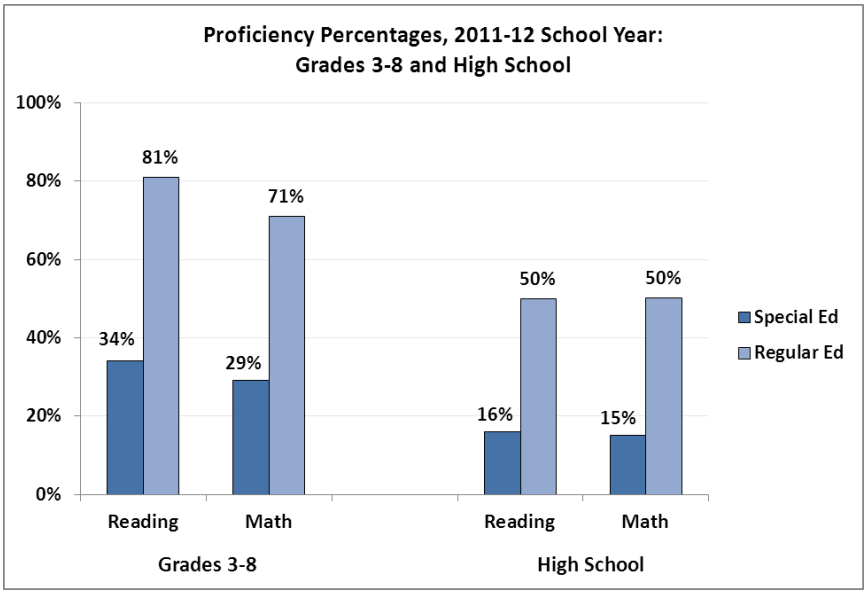
2. In the next analysis, attention was focused on the 2011-12 school year in a comparison of the proficiency of Maine's students with IEPs and those of Vermont and New Hampshire. Like Maine, Vermont and New Hampshire use the New England Common Assessment, so it's instructive to compare Maine to these states.



- Looking at the grade groups separately, Maine's percentages are higher than Vermont's with the exception of high school reading. Overall (combining grade groups), Maine's reading and math rates are higher than Vermont's.

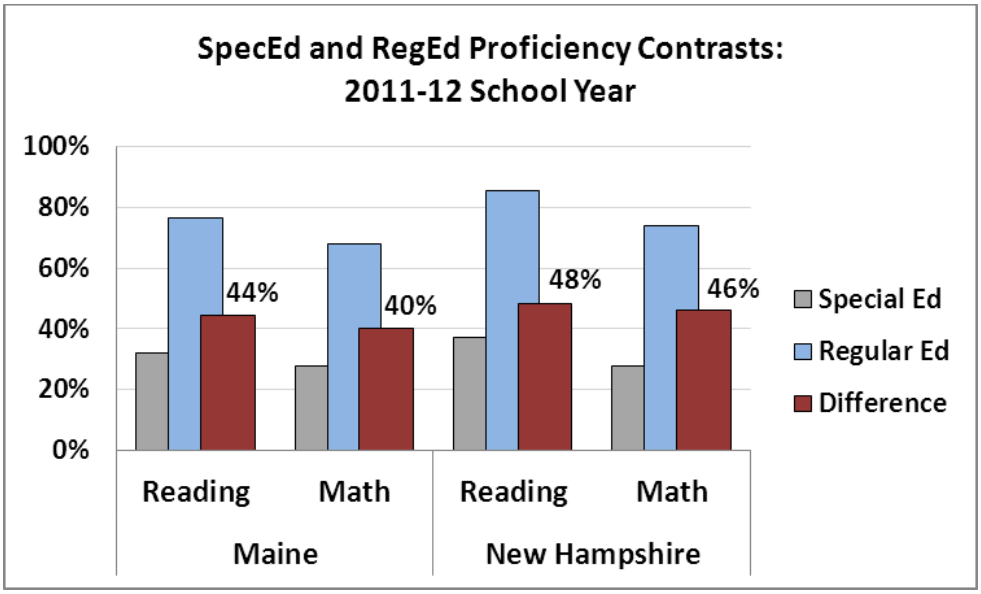
- Overall, New Hampshire's reading proficiency is higher than Maine's, and Maine's math proficiency is the same as New Hampshire. (Note: New Hampshire didn't report separately for the 3-through-8 and the high school groups.

3. The next graph compares the proficiency percentages of students receiving special ed to those of students in regular ed for the 2011-12 school year.



- There is a large difference between the proficiency percentages of special education and regular education students. Is this contrast large or small compared to other states?

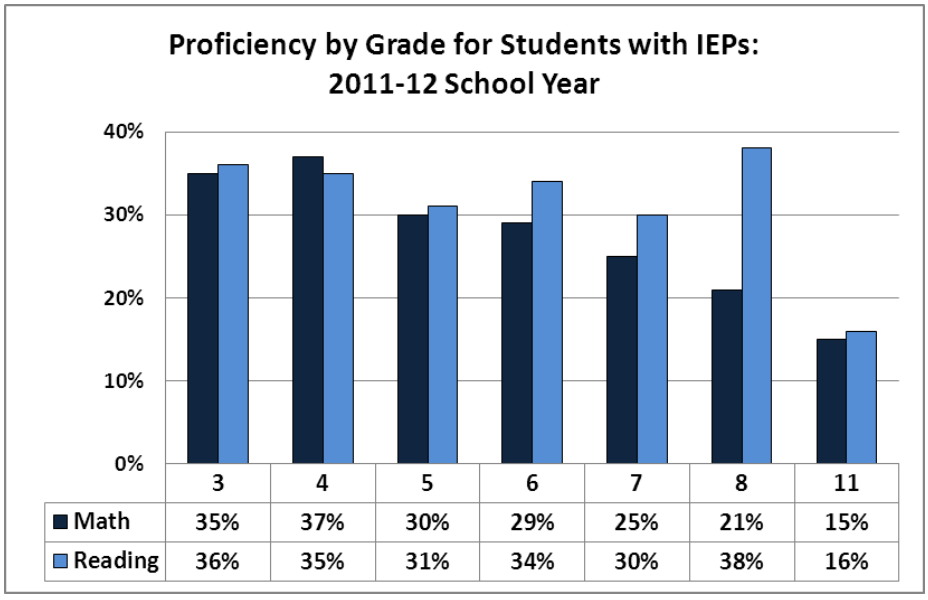
Because New Hampshire uses the New England Common Assessment, it is instructive to compare Maine to New Hampshire. (Note: because NH didn't report separately on the 3-through-8 and high school groups, the grade groups are combined for this comparison.)



- The differences between special education and regular education are lower for Maine.

- Because the proficiency percentages for students in special education are similar when we compare Maine and NH, the greater difference between special education and regular education for NH is driven mainly by higher proficiency of NH's regular education students compared to Maine's regular education students.

4. The next analysis looks at proficiency decline with higher grade levels. Proficiency is shown by grade for math and reading.

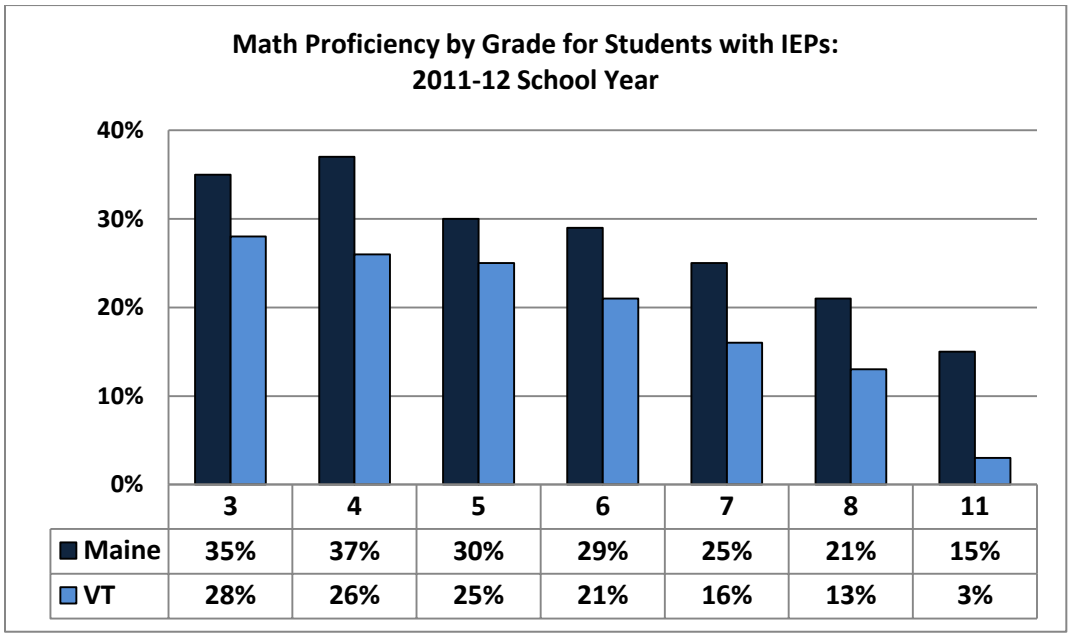


	3	4	5	6	7	8	11
Math	35%	37%	30%	29%	25%	21%	15%
Reading	36%	35%	31%	34%	30%	38%	16%

- There is a fairly steady decline across the grade span for math.
- With reading, what stands out most is the proficiency drop between 8th grade and 11th grade.

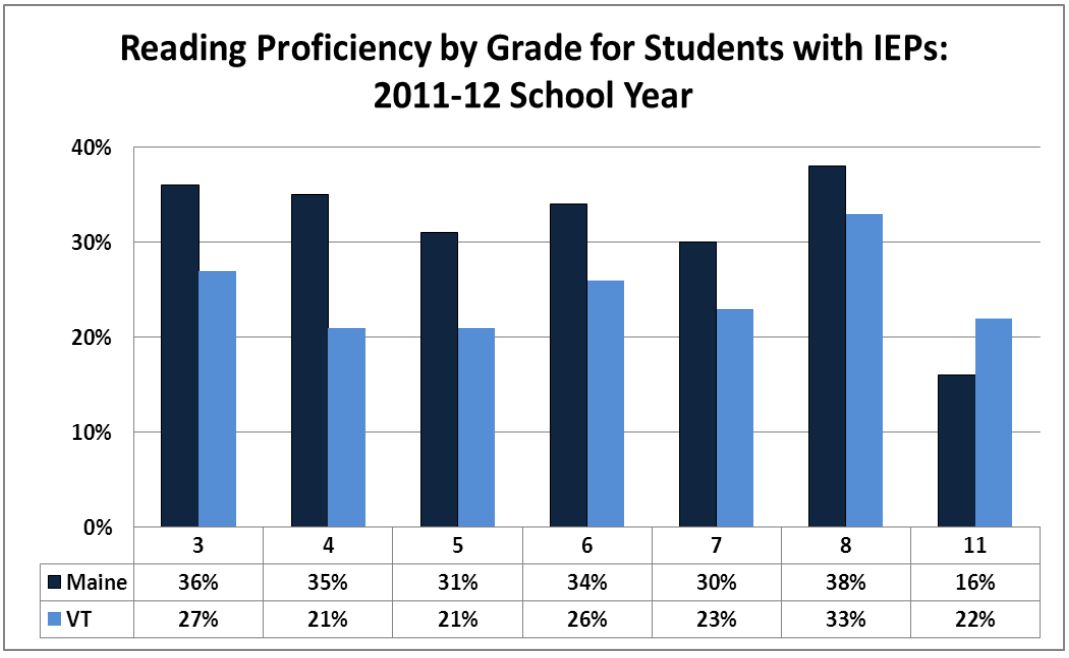
Looking at Vermont, which also publishes math and reading proficiencies by grade, we see similar patterns.

Math proficiency:



	3	4	5	6	7	8	11
Maine	35%	37%	30%	29%	25%	21%	15%
VT	28%	26%	25%	21%	16%	13%	3%

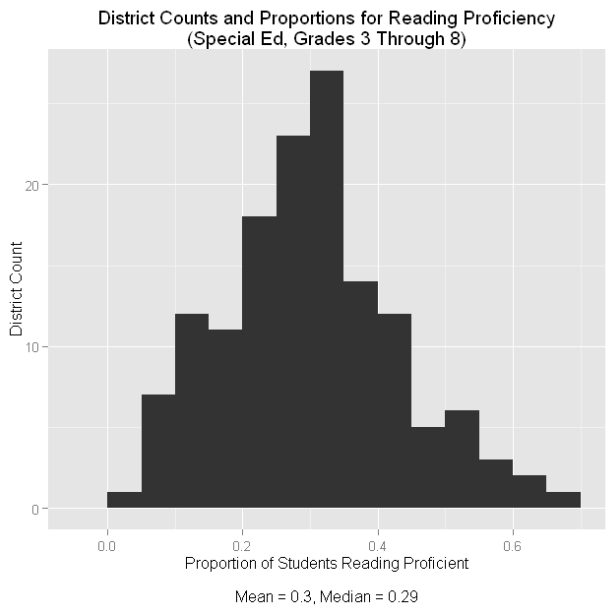
Reading proficiency:



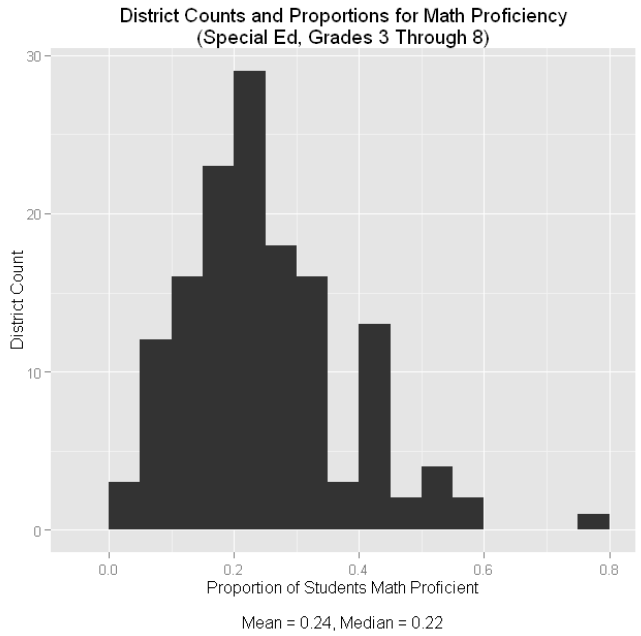
	3	4	5	6	7	8	11
Maine	36%	35%	31%	34%	30%	38%	16%
VT	27%	21%	21%	26%	23%	33%	22%

The same patterns are apparent for Maine and VT – a steady decline in math proficiency, and a dramatic proficiency drop between 8th and 11th grade for reading.

5. The next analysis looked at the 2012-13 NECAP proficiency percentages for students with IEPs. The proficiency distributions of SAUs are assessed for negative skew – negative skew might indicate that Maine's overall proficiency percentages are brought down by a small subset of SAUs.



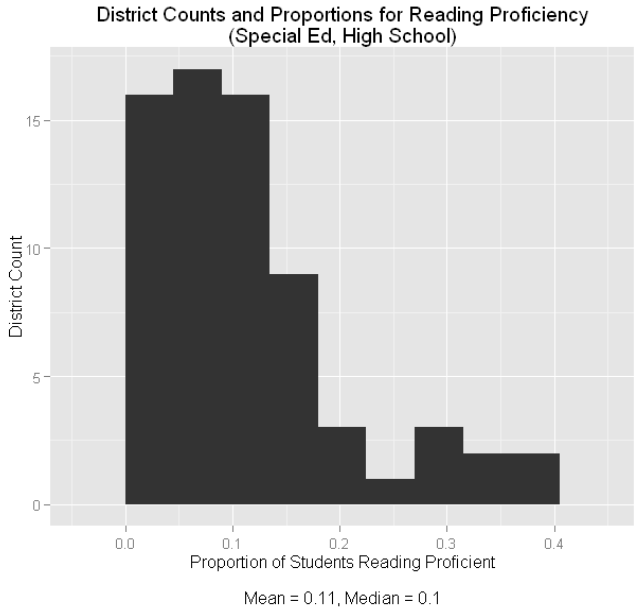
The distribution of reading proficiency, above, is fairly "normal", which means that there aren't many unusually high or unusually low proficiency proportions that skew the distribution – Maine's SAUs are well centered on the mean and median.



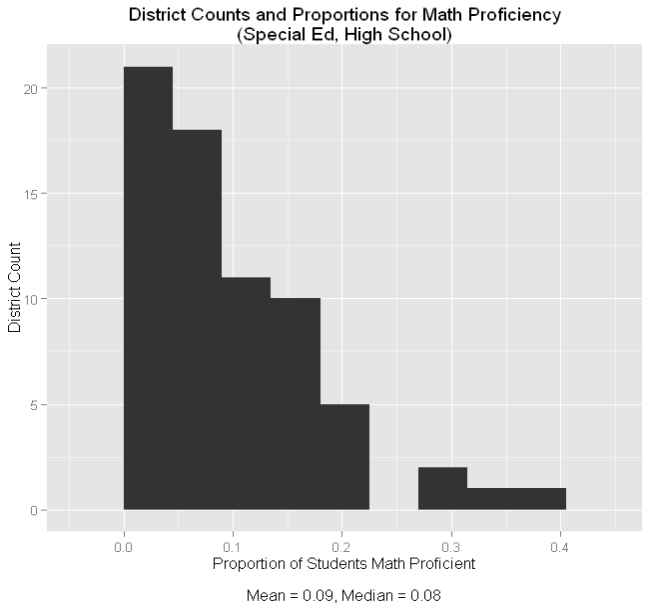
The distribution of math proficiency, above, isn't as normal as the reading distribution – there are a few SAUs with unusually high proficiency rates.

Positive skew can also been seen for the reading and math proficiencies of high school students, shown below.

High School Reading:

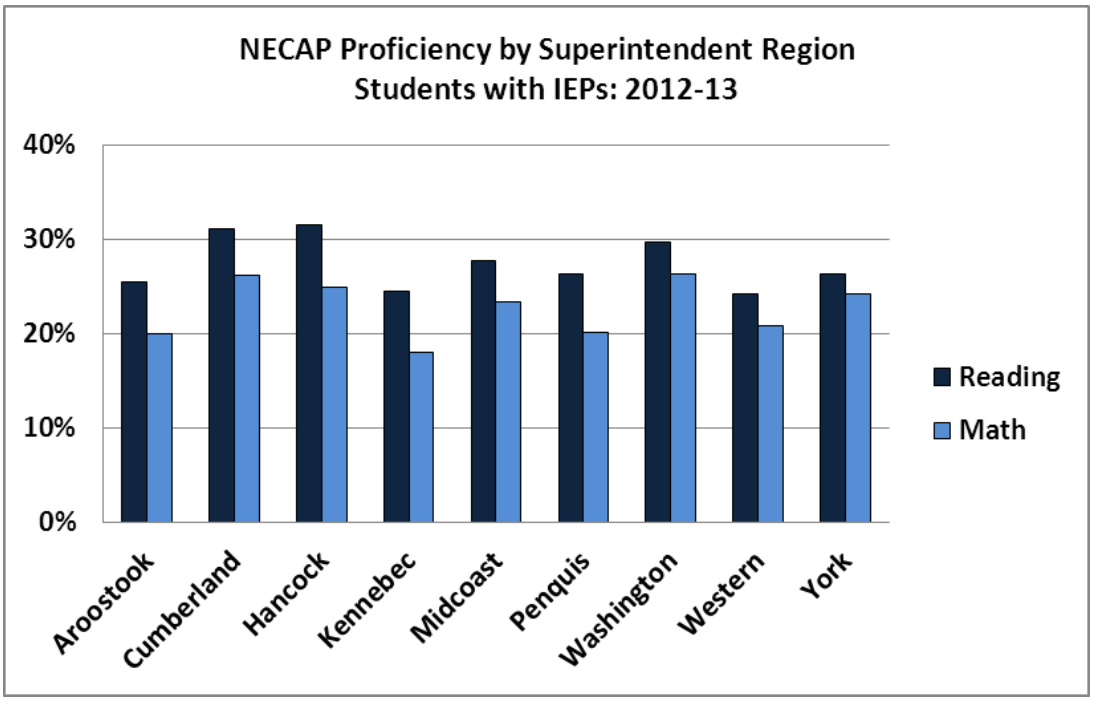


High School Math:



Because skew is not negative, outliers are not responsible for bringing down overall proficiency in Maine – most schools lie at the low end of the distributions. Where outliers exist, they are at the high end of the distributions.

6. To get a sense of where proficiency is lowest, the next analysis looked at proficiency rates by superintendent region. All grades are combined for this analysis.



	Reading			Math		
	Total Tested	Number Proficient	Percent Proficient	Total Tested	Number Proficient	Percent Proficient
Aroostook	815	207	25.40%	815	163	20.00%
Cumberland	2853	886	31.06%	2853	745	26.11%
Hancock	438	138	31.51%	438	109	24.89%
Kennebec	1989	487	24.48%	1989	359	18.05%
Midcoast	1114	309	27.74%	1114	260	23.34%
Penquis	1764	464	26.30%	1764	356	20.18%
Washington	273	81	29.67%	273	72	26.37%
Western	1969	476	24.17%	1969	410	20.82%
York	2222	586	26.37%	2222	538	24.21%
Overall	**13437**	**3634**	**27.04%**	**13437**	**3012**	**22.42%**

- For reading proficiency, the Western region is lowest, followed by Kennebec and Aroostook.
- For math, the Kennebec region is lowest, followed by Aroostook and Penquis.

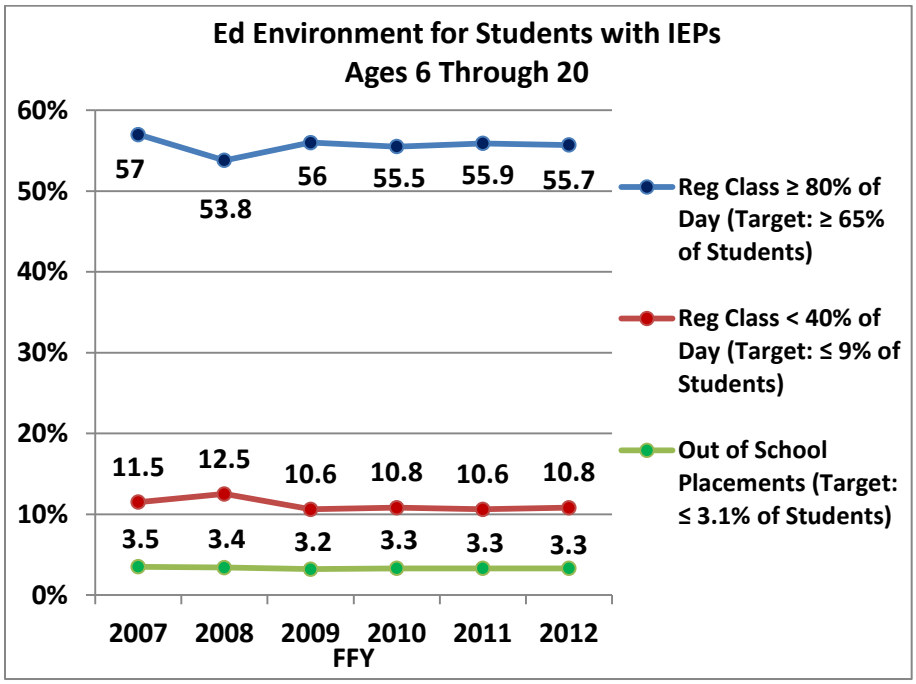
Educational Environment:

Federal statute and regulations require states to monitor the educational environment for students receiving special education. Students are required to be educated in the Least Restrictive Environment (LRE), which means that, to the maximum extent appropriate, children with disabilities should be educated with typically developing peers. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment should occur only when the nature or severity of the disability of a child is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily [20 USC 1412(a)(5) and 34 CFR 300.114].

Pursuant to Indicator 5 of the State Performance Plan, states are required to establish targets for three LRE categories. The current targets established by Maine Department of Education, with input and oversight from stakeholder groups and the federal Office of Special Education Programs, are as follows:

	LRE Category	Target
1)	Percent of students with IEPs educated inside regular class 80% or more of the day	At least 65% of students
2)	Percent of students with IEPs educated inside regular class less than 40% of the day	No more than 9% of students
3)	Percent of students with IEPs educated in separate schools, residential facilities, or homebound/hospital placements	No more than 3.1% of students

1. We began our analysis by looking at the educational environment percentages reported in Maine's Annual Performance Report (APR), shown on the graph below.



- The percentages have been fairly static for all 3 categories.
- Maine hasn't been too far from target for the < 40% category and the Out of School Placements category, but a performance-to-target gap of about 10% has been maintained for the ≥ 80% category.

- Below are some regional comparisons:

	Educational Environment: FFY 2011					
	≥ 80% Reg Class		< 40% Reg Class		Out of School	
	Target	Actual	Target	Actual	Target	Actual
Maine	≥ 65%	55.9%	≤ 9%	10.6%	≤ 3.1%	3.3%
New Hampshire	≥ 51%	73.7%	≤ 16%	8.3%	≤ 2.75%	2.6%
Vermont	≥ 79%	73.7%	≤ 7%	6.9%	≤ 3.75%	6%

2. A) Focusing on the ≥ 80% category, the table below compares Maine to national percentages, disaggregated by disability category, for students ages 6 – 21.

Percent of Students with IEPs in Regular Classroom ≥ 80% of the Day, FFY 2011			
Disability Category	**Maine**	**Nation**	**Difference (Negative Value = Maine is Lower)**
All Disabilities	55.9%	61.1%	-5.2%
Autism	42.1%	39.0%	3.1%
Emotional Disability	43.0%	43.1%	-0.1%
Hearing Impairment	73.4%	56.7%	16.7%
Intellectual Disability	5.6%	17.0%	-11.4%
Multiple Disabilities	26.3%	13.0%	13.3%
Orthopedic Impairment	61.2%	54.0%	7.2%
Other Health Impairment	60.0%	63.5%	-3.5%
Specific Learning Disabilities	61.7%	66.2%	-4.5%
Speech or Language Impairment	77.7%	86.9%	-9.2%
Traumatic Brain Injury	40.0%	48.5%	-8.5%
Visual Impairment Including Blindness	76.7%	64.3%	12.4%

- Overall, Maine's percentage of students with IEPs in the regular classroom ≥ 80% of the day is lower than the nation's.

- For the disability categories in which Maine is lower than the nation, the largest differences (> 5%) are seen for Intellectual Disability, Speech or Language Impairment, and Traumatic Brain Injury.

2. B) Focusing on the < 40% category, the table below compares Maine to national percentages, disaggregated by disability category, for students ages 6 – 21.

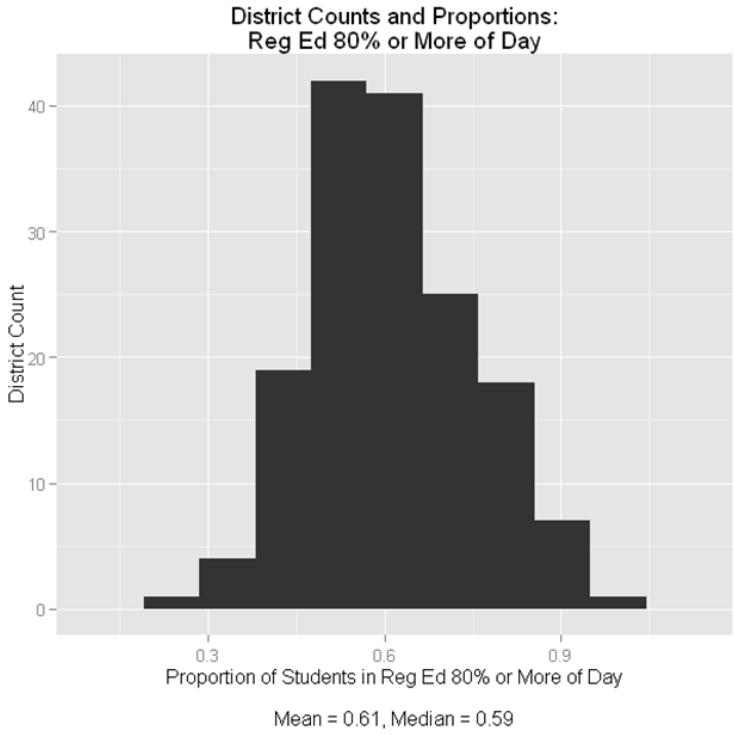
Percent of Students with IEPs in Regular Classroom < 40% of the Day, FFY 2011			
Disability Category	**Maine**	**Nation**	**Difference (Negative Value = Maine is Lower)**
All Disabilities	10.6%	14.0%	-3.4%
Autism	24.8%	33.7%	-8.9%
Emotional Disability	18.0%	20.6%	-2.6%
Hearing Impairment	2.7%	13.0%	-10.3%
Intellectual Disability	52.6%	48.8%	3.8%
Multiple Disabilities	29.2%	46.2%	-17.0%
Orthopedic Impairment	x	22.2%	x
Other Health Impairment	7.6%	10.0%	-2.4%
Specific Learning Disabilities	2.1%	6.8%	-4.7%
Speech or Language Impairment	3.0%	4.5%	-1.5%
Traumatic Brain Injury	25.5%	20.4%	5.1%
Visual Impairment Including Blindness	x	11.3%	x

- Overall, Maine's percentage of students with IEPs in the regular classroom < 40% of the day is lower than the nation's.

- Maine is higher than the nation for the Intellectual Disability and Traumatic Brain Injury categories.

2. C) A table of Maine's percentages of Out of School Placements (Residential Facility, etc.) is not shown because Maine's percentages were lower than the nation's for all reported disability categories.

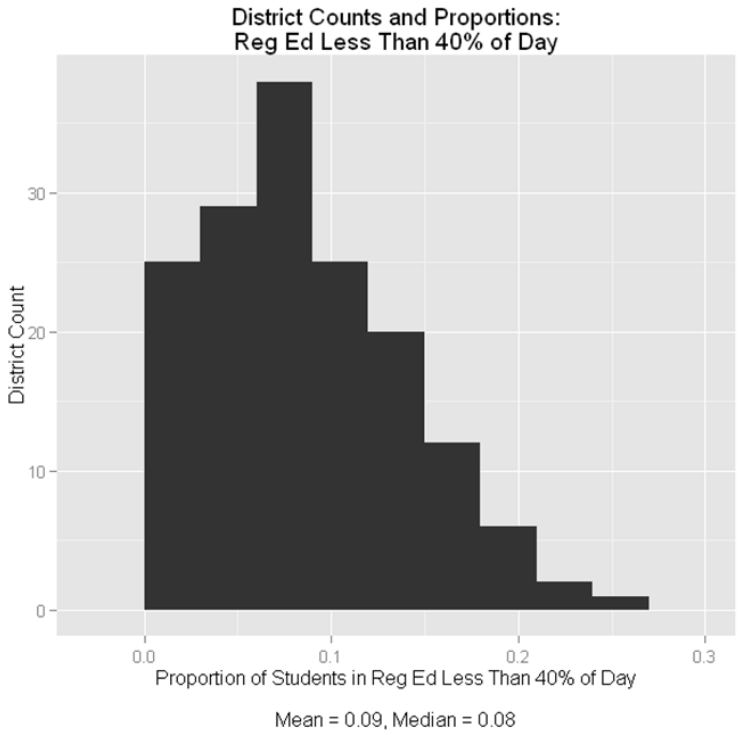
3. A) The next analysis assesses the distribution of individual School Administrative Units (SAUs) for the ≥ 80% educational environment category for the 2012-13 school year. A negatively-skewed distribution might indicate that Maine's percentage of students in the ≥ 80% category is lowered by a small subset of SAUs.



- The distribution of proportions is fairly "normal", which means that there aren't many unusually high or unusually low proportions that skew the distribution – Maine's SAUs are fairly well centered on the mean and median.

- However, most SAUs fall below Maine's target of 65%.

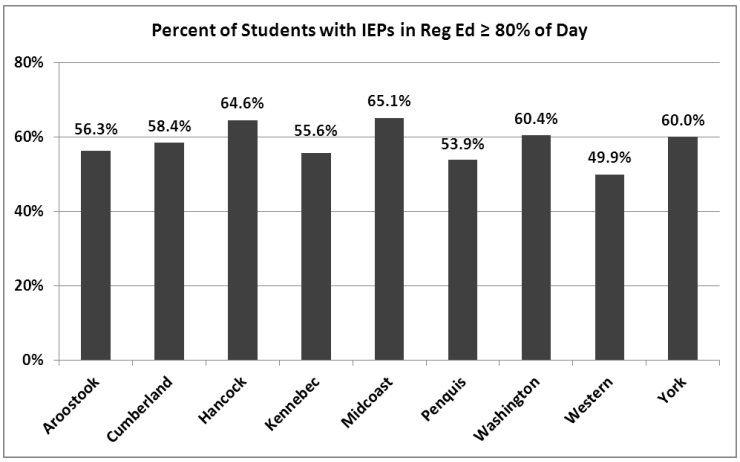
3. B) The next analysis assesses the distribution of individual SAUs for the < 40% educational environment category for 2012-13 school year.



- There is some positive skew to this distribution – although half of the SAUs lie below 8%, there are some with unusually high percentages.

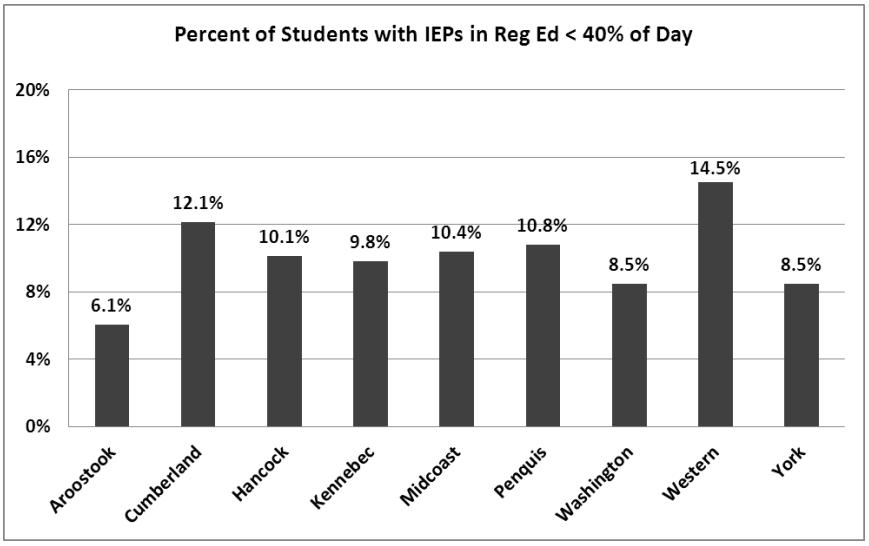
4. Given that 1) most of Maine's SAUs fall below target for the ≥ 80% category and 2) positive skew inflates Maine's average percentage in the < 40% category, it is instructive to identify some of the characteristics of the SAUs for which ed environment is farthest from target. The next analysis assesses ed environment percentages by superintendent region.

4. A) The chart below shows the 2012-13 regional percentages for the ≥ 80% category:



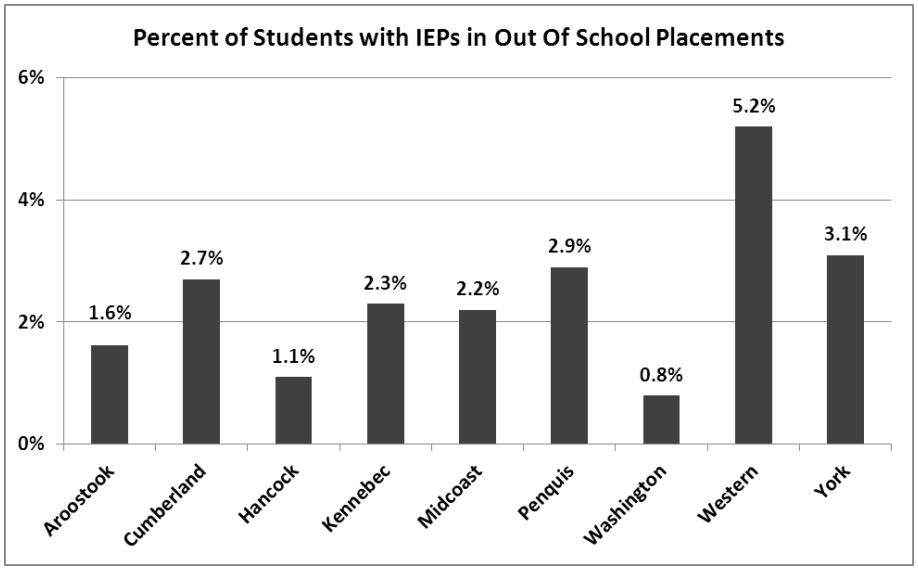
- The Midcoast region meets the target (≥ 65%) for this category. The Western region is the farthest from target.

4. B) The chart below shows the 2012-13 regional percentages for the < 40% category:



- Aroostook, Washington, and York meet the target (≤ 9%) for this category. The Western region is the farthest from target.

4. C) The chart below shows the 2012-13 regional percentages for Out of School Placements:



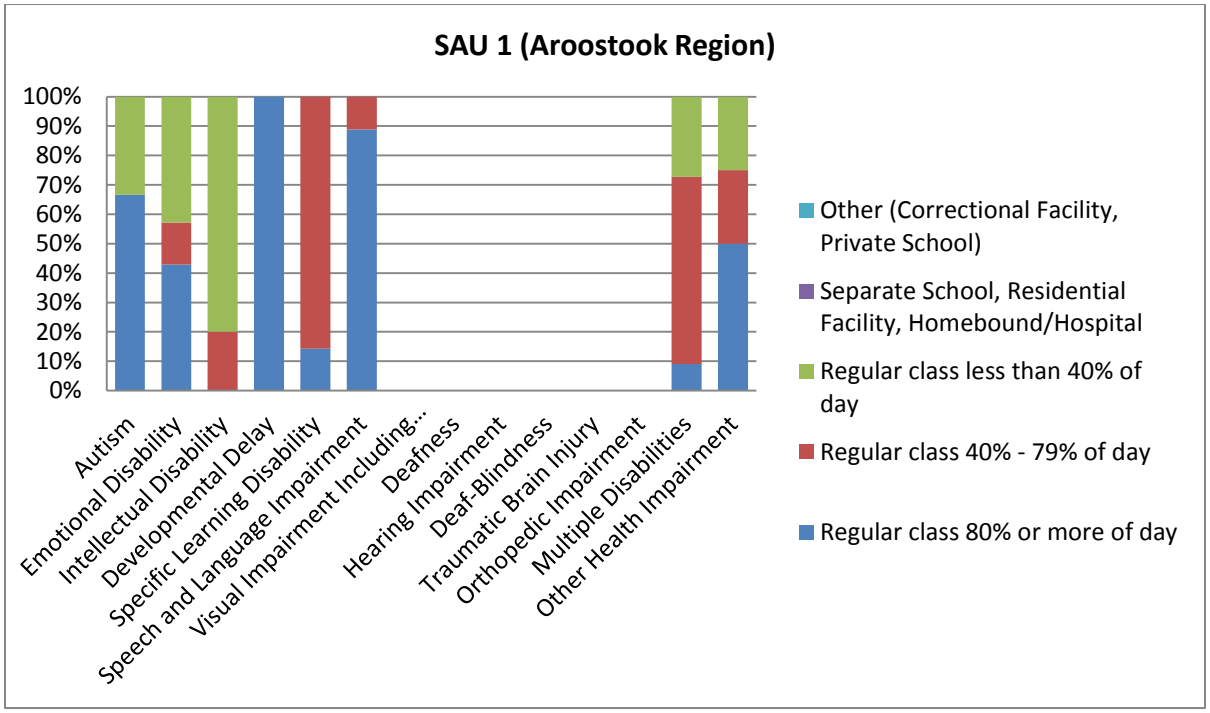
- All but the Western region meet the target (≤ 3.1%) for this category.

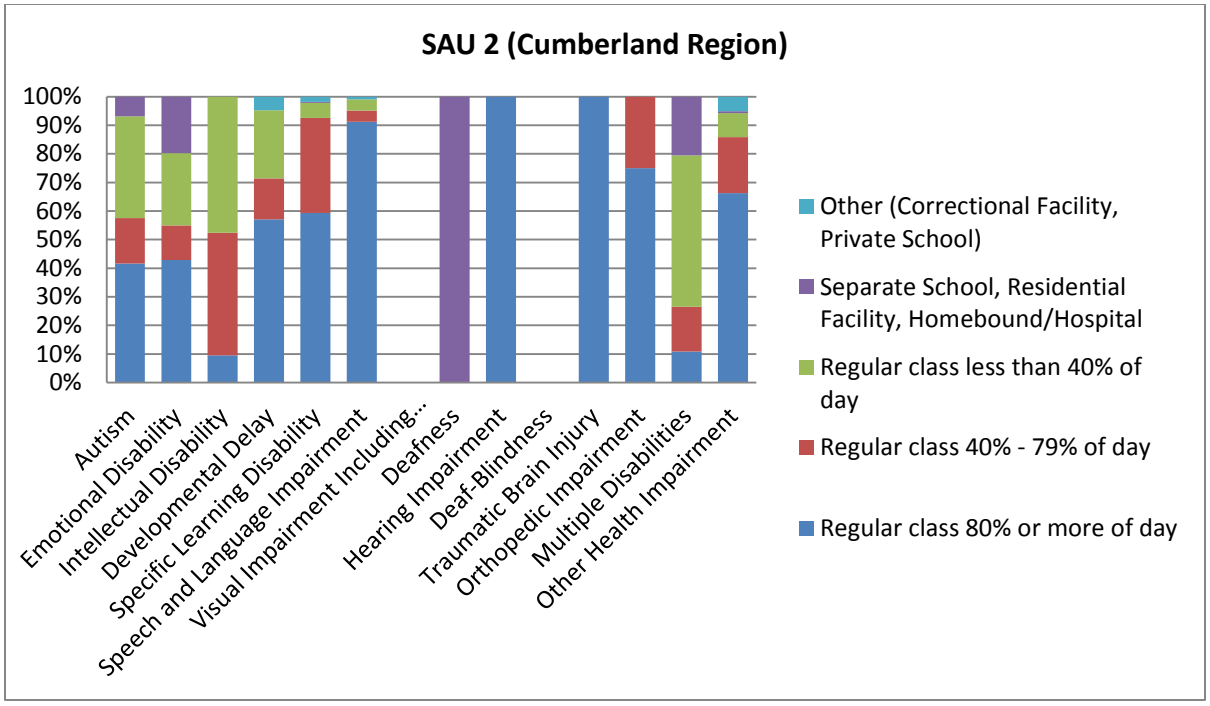
5. Compared to other regions, the Western region was the farthest from target in all educational environment categories. However, most of the superintendent regions are represented when we look at the 16 SAUs in Maine that are farthest from the APR targets (SAUs that differ by at least 1.5 standard deviations from the mean in either the ≥ 80% category or < 40% category).

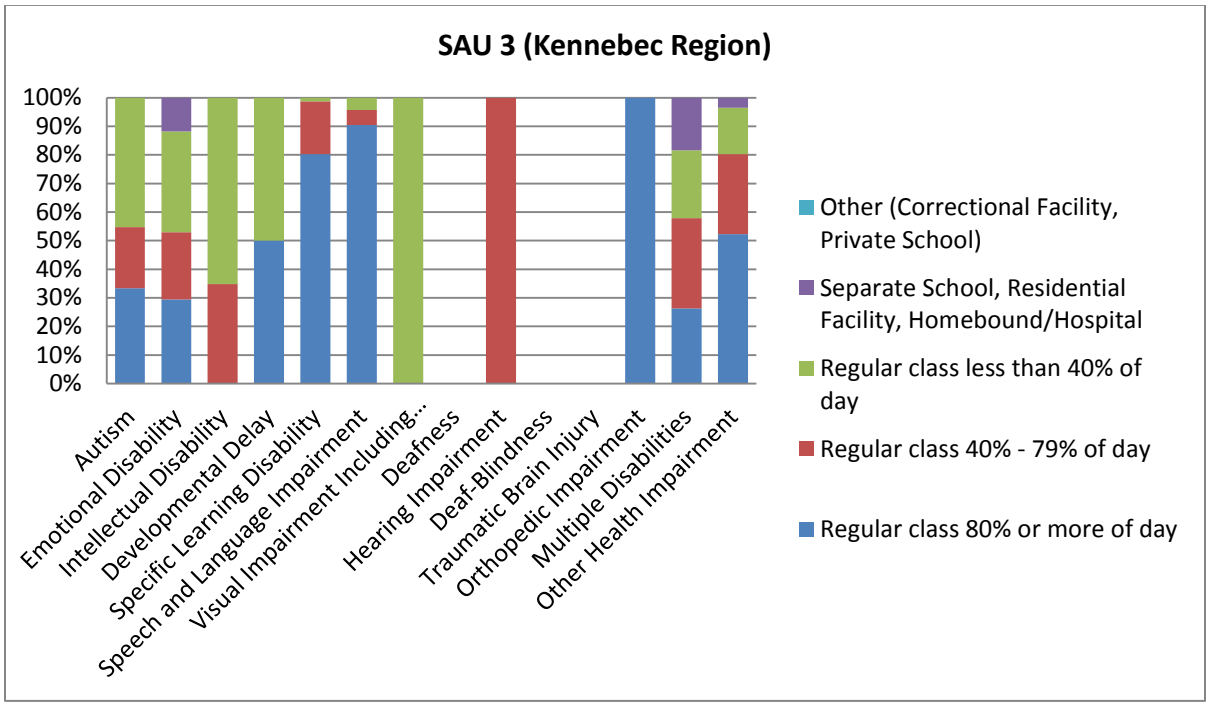
Superintendent Region	SAU Count
Aroostook	2
Cumberland	2
Hancock	0

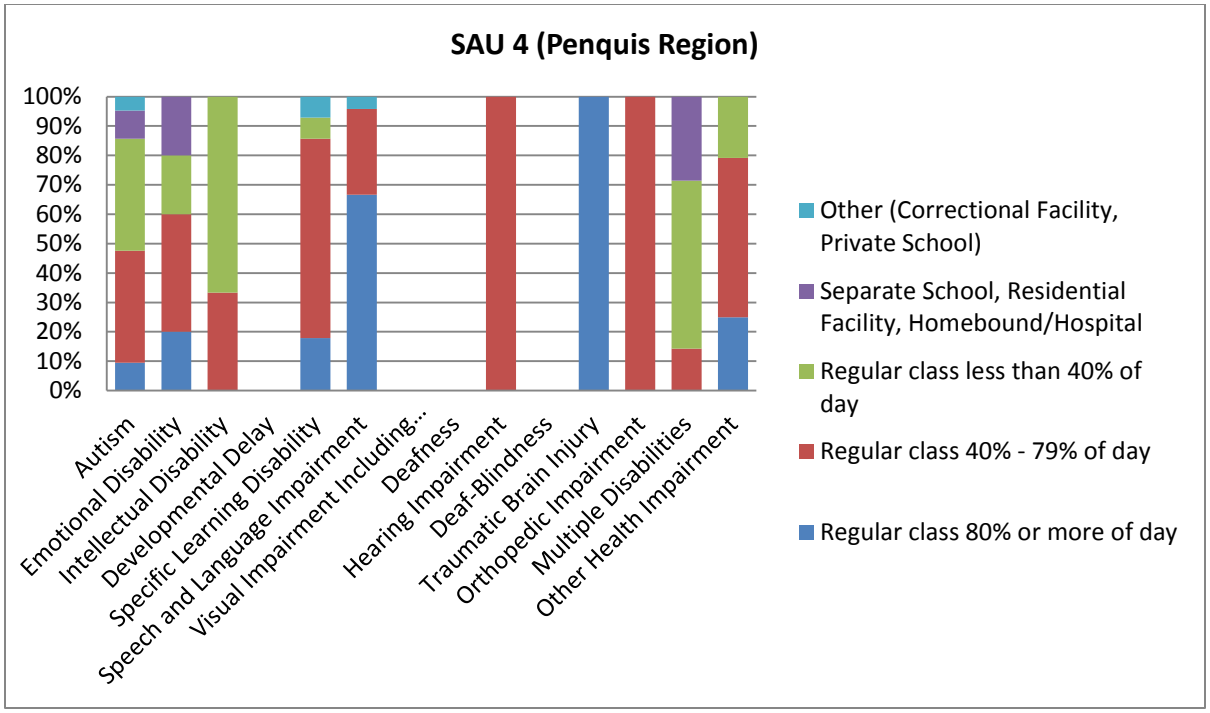
Kennebec	2
Midcoast	0
Penquis	3
Washington	1
Western	5
York	1

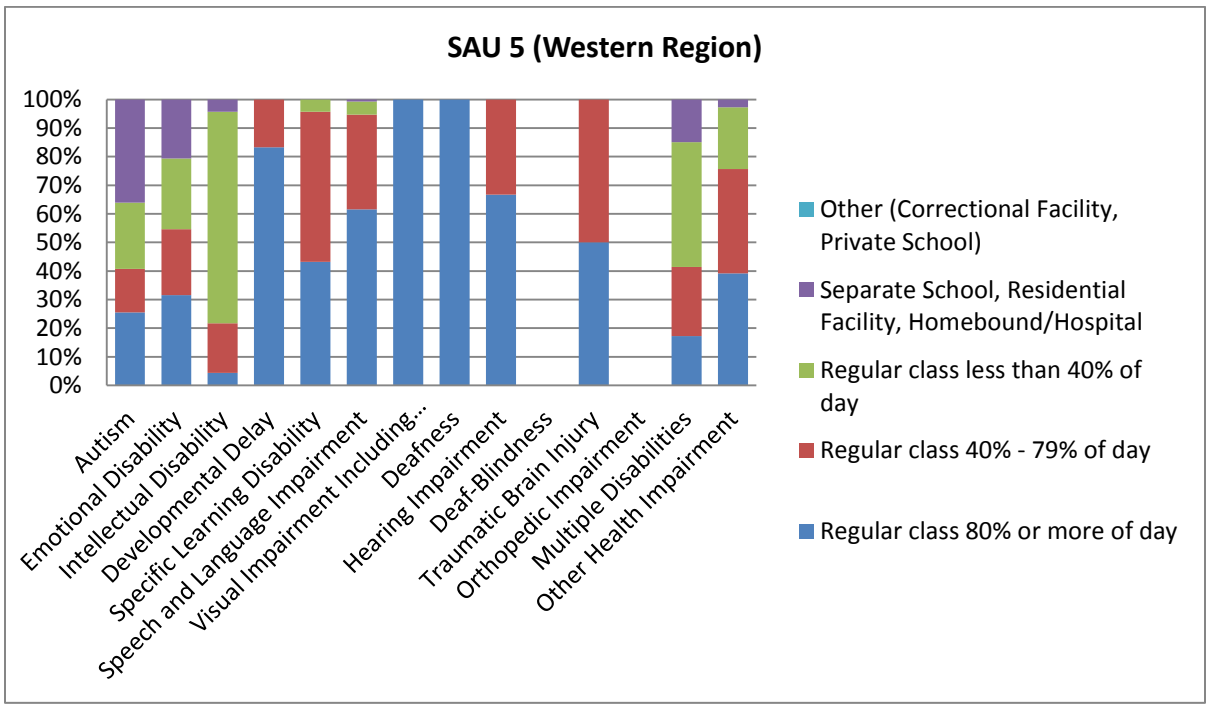
6. By looking at educational environment disaggregated by disability in a sample of the SAUs that appear in the table above, we can gain an impression of the disabilities that present the greatest challenges to meeting the educational environment targets. Below are plots of 7 SAUs sampled from the superintendent region counts above.

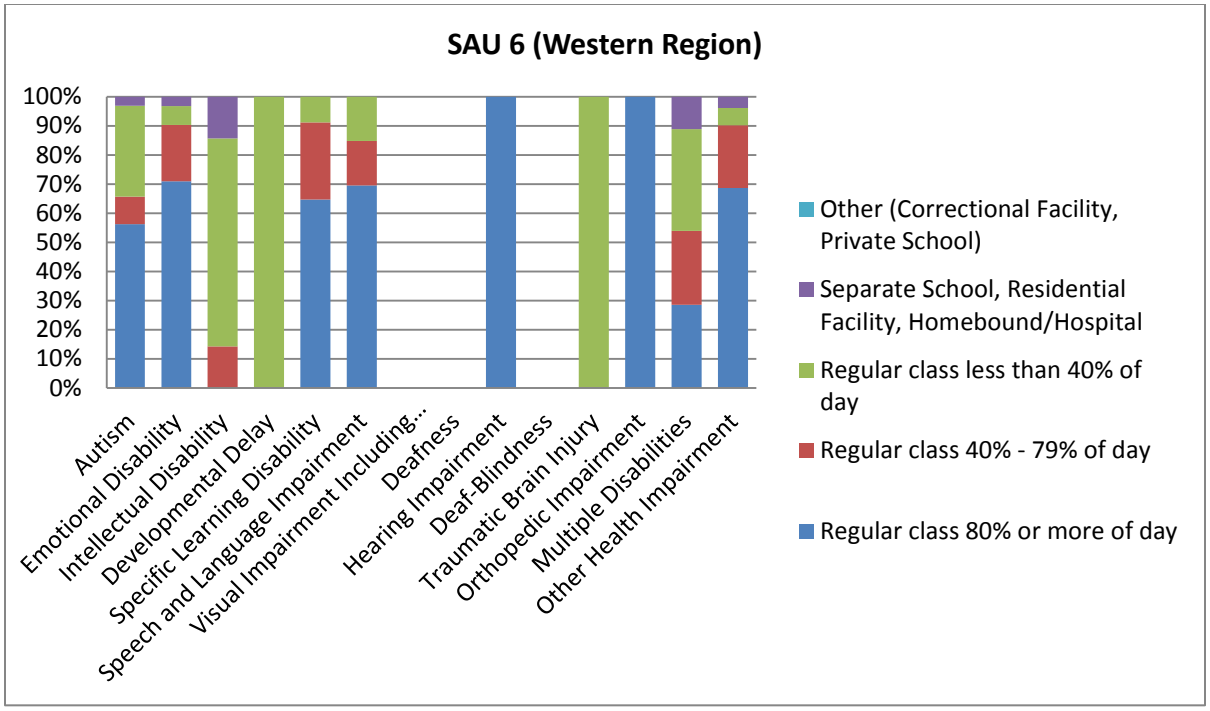


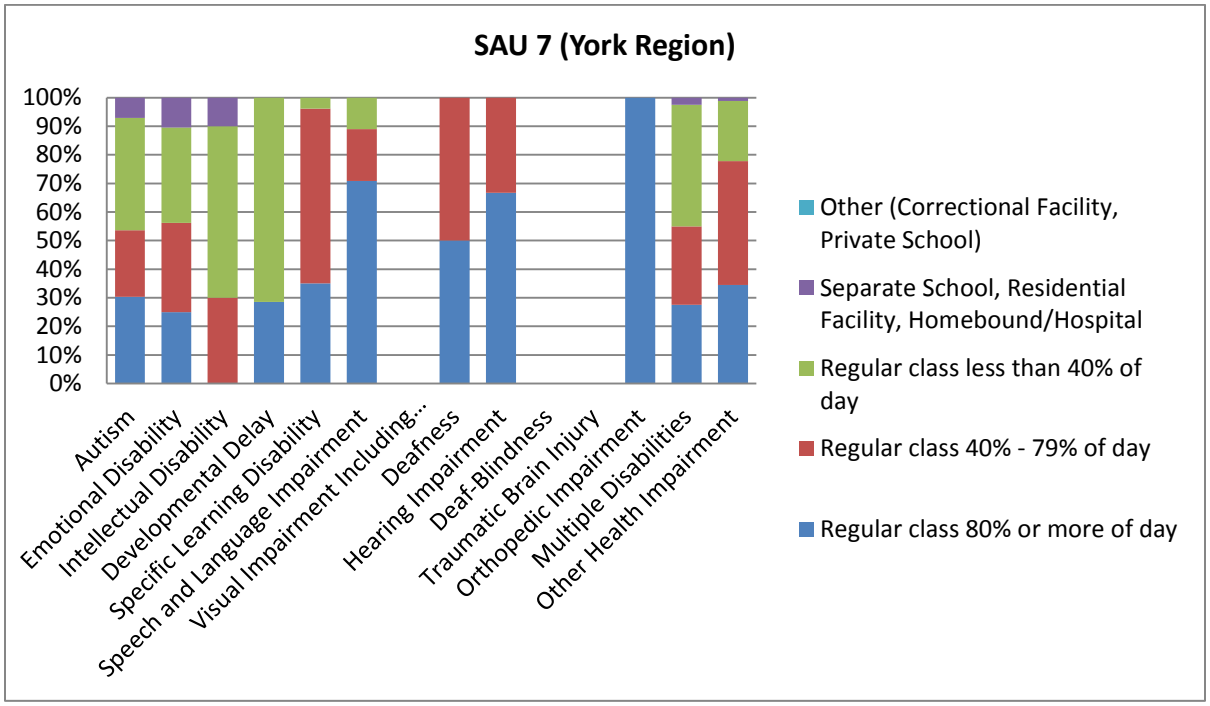

SAU 2 (Cumberland Region)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Autism
Emotional Disability
Intellectual Disability
Developmental Delay
Specific Learning Disability
Speech and Language Impairment
Visual Impairment Including...
Deafness
Hearing Impairment
Deaf-Blindness
Traumatic Brain Injury
Orthopedic Impairment
Multiple Disabilities
Other Health Impairment
Other (Correctional Facility, Private School)
Separate School, Residential Facility, Homebound/Hospital
Regular class less than 40% of day
Regular class 40% - 79% of day
Regular class 80% or more of day


SAU 3 (Kennebec Region)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Autism
Emotional Disability
Intellectual Disability
Developmental Delay
Specific Learning Disability
Speech and Language Impairment
Visual Impairment Including...
Deafness
Hearing Impairment
Deaf-Blindness
Traumatic Brain Injury
Orthopedic Impairment
Multiple Disabilities
Other Health Impairment
Other (Correctional Facility, Private School)
Separate School, Residential Facility, Homebound/Hospital
Regular class less than 40% of day
Regular class 40% - 79% of day
Regular class 80% or more of day


SAU 4 (Penquis Region)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Autism
Emotional Disability
Intellectual Disability
Developmental Delay
Specific Learning Disability
Speech and Language Impairment
Visual Impairment Including...
Deafness
Hearing Impairment
Deaf-Blindness
Traumatic Brain Injury
Orthopedic Impairment
Multiple Disabilities
Other Health Impairment
Other (Correctional Facility, Private School)
Separate School, Residential Facility, Homebound/Hospital
Regular class less than 40% of day
Regular class 40% - 79% of day
Regular class 80% or more of day


SAU 5 (Western Region)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Autism
Emotional Disability
Intellectual Disability
Developmental Delay
Specific Learning Disability
Speech and Language Impairment
Visual Impairment Including...
Deafness
Hearing Impairment
Deaf-Blindness
Traumatic Brain Injury
Orthopedic Impairment
Multiple Disabilities
Other Health Impairment
Other (Correctional Facility, Private School)
Separate School, Residential Facility, Homebound/Hospital
Regular class less than 40% of day
Regular class 40% - 79% of day
Regular class 80% or more of day





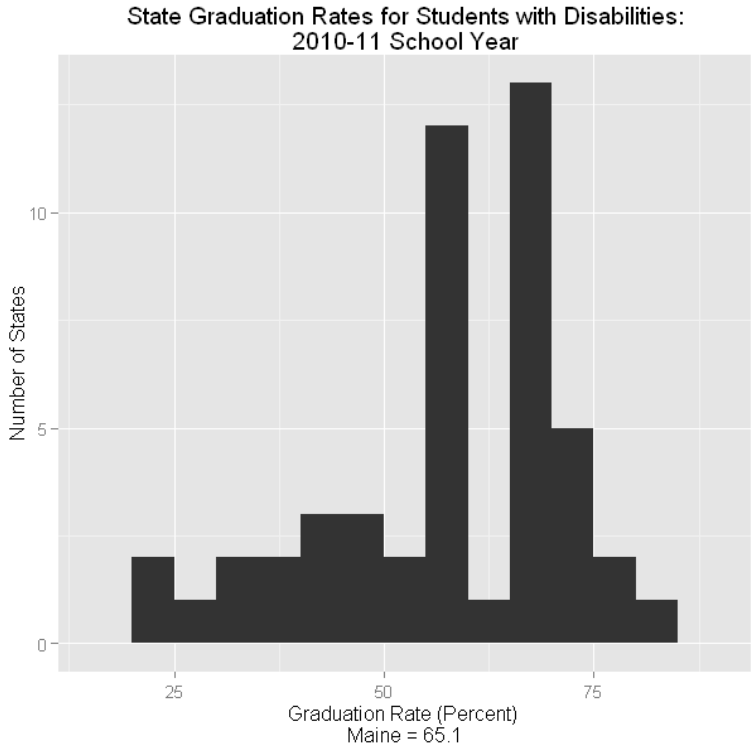
- The low percentages of students with intellectual disability in the educational environment category 'Regular Class 80% or More of the Day' are consistent with the low percentage listed for Maine (5.6%), compared to the nation (17%), in the table in section 2.A) above.

Graduation Rates:

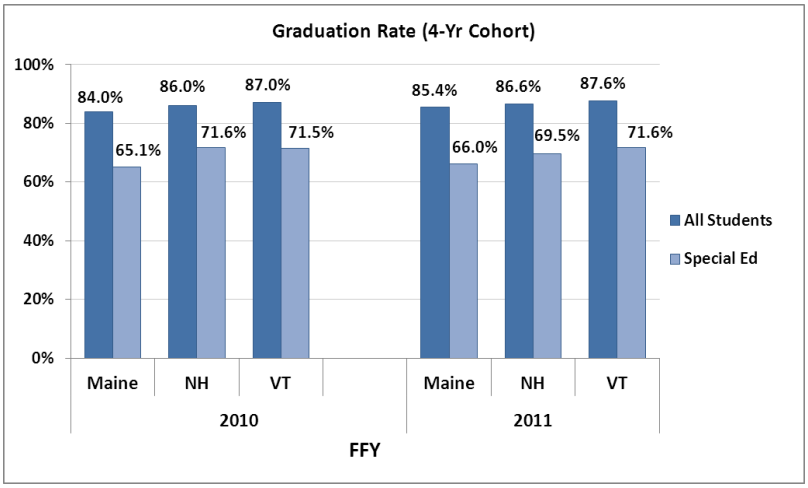
In the analyses below, we focused on the 4-year regulatory adjusted cohort graduation rate, which is calculated by dividing the number of graduates by the number of students in an adjusted cohort. The adjusted cohort is calculated by finding the number of students in the original 9th grade cohort, subtracting the number of students who left the cohort during the 4 years between 9th and 12th grade, and adding the number who entered the cohort during the same period of time.

1. We began analysis of graduation rates by making some national and local comparisons to Maine:

A) For the 2010-11 school year, Maine's 4-year grad rate for students with disabilities was 65.1%, which appears at the lower boundary of the tallest peak of the distribution of all states, shown below.



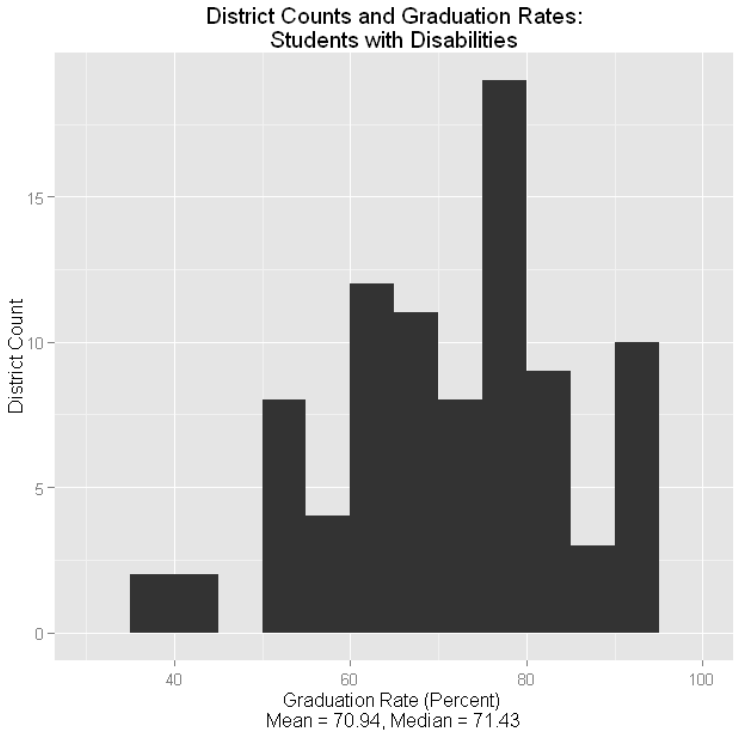
B) The chart below shows the 2010-11 and 2011-12 graduation rates for students with disabilities and all students in Maine, New Hampshire, and Vermont.



- Maine's graduation rate went up slightly between the 2010-11 and the 2011-12 school year, but Maine has remained below the Annual Performance Report target of 86%.

- Maine's graduation rates for students with disabilities and all students were lower than those of New Hampshire and Vermont for both years.

2. A) The next analysis assesses Maine's distribution, by School Administrative Unit (SAU), of the graduation rates for students with disabilities for the 2011-12 school year. A negatively skewed distribution might indicate that small subset of SAUs lowers Maine's overall grad rate.



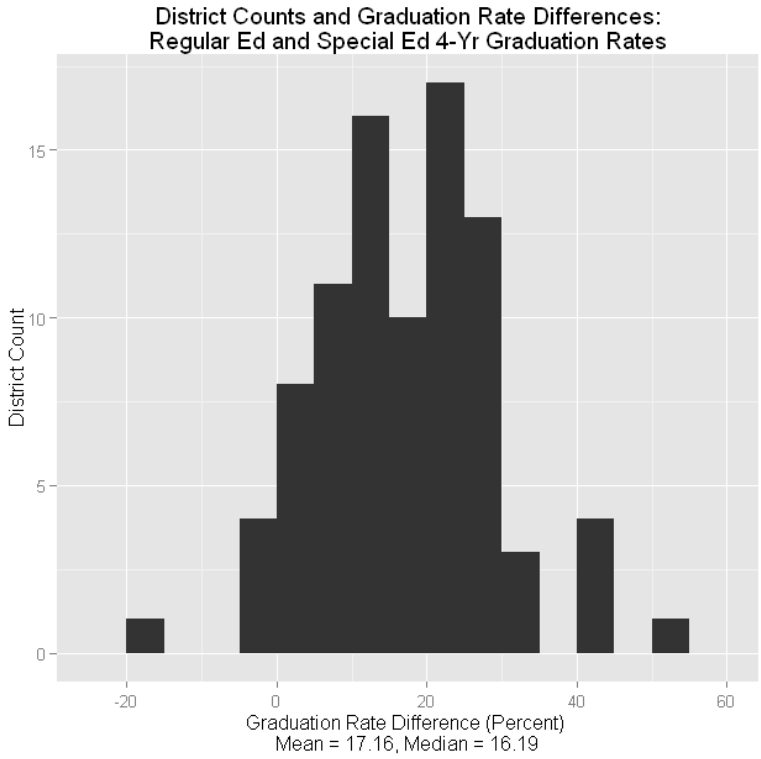
- There is some negative skew; 8 SAUs fall at the low end of the distribution, between 30-50%, and 88 SAUs fall at the high end of the distribution, between 75-95%.

The table below shows the rates by superintendent region for the lowest 8 SAUs in the distribution above.

SAU	Special Ed Graduation Percent	Superintendent Region
1	36.84	Aroostook
2*	38.89	Kennebec
3*	40	Aroostook
4	43.75	Penquis
5*	50	Cumberland
6	50	Cumberland
7	50	Kennebec
8*	50	Western

- Starred SAUs also appeared in the bottom 10 in an analysis of the regular ed graduation rates.

3. B) The distribution below assesses, by SAU, the difference between 4-year grad rates for students in regular education and 4-year grad rates for students in special education (2011-12 school year). Positive values indicate that the regular education grad rate is higher than the special education grad rate, with larger positive values indicating a greater difference.



- There are 5 SAUs for which the Regular Ed grad rate is at least 40 percent higher than the Special Ed grad rate.

The table below shows the graduation rate differences and the superintendent regions for these 5 SAUs.

SAU	Special Ed Graduation Percent	Regular Ed Graduation Percent	Percent Difference	Superintendent Region
1	60	100	40	Aroostook
2*	50	90.22	40.22	Cumberland
3*	50	90.57	40.57	Kennebec
4*	43.75	86.25	42.5	Penquis
5*	36.84	89.72	52.88	Aroostook

- Starred SAUs also appeared among the lowest 8 SAUs for Special Ed Graduation rate in section 3. A) above.

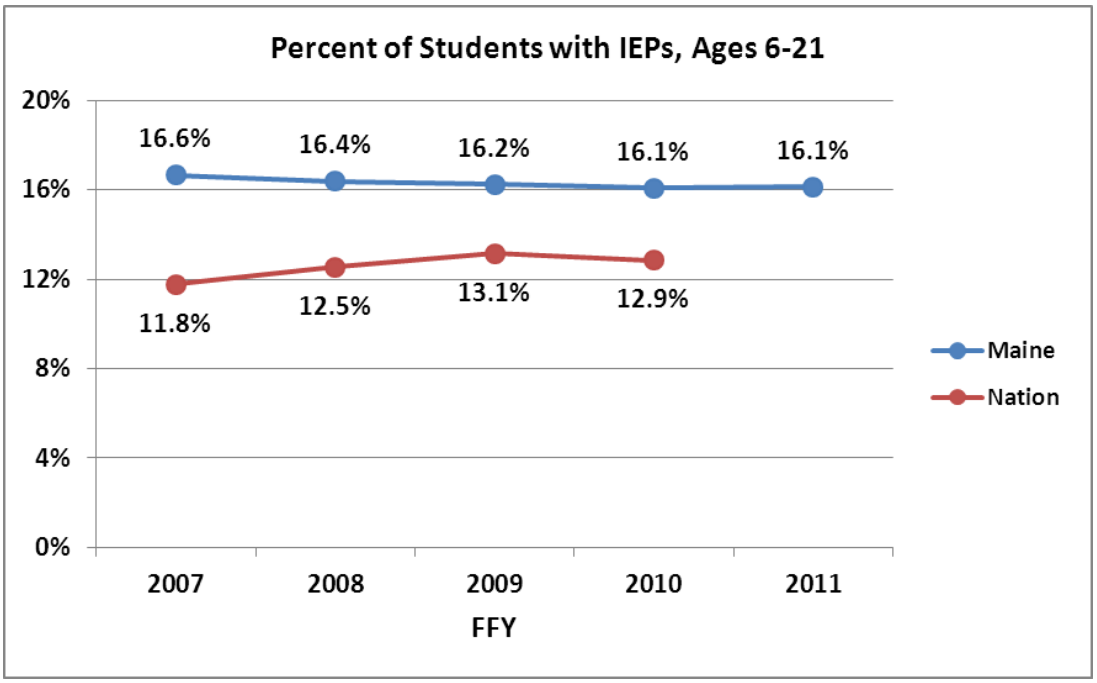
4. Below are the special education graduation rates listed by superintendent region for the 2011-12 school year.

Superintendent Region	Special Ed 4-Yr Graduation Rate (Percent)
Aroostook	65.28

Cumberland	72.16
Hancock	70.75
Kennebec	65.98
Midcoast	72.33
Penquis	71.65
Washington	79.55
Western	64.46
York	71.8

Identification of Students with Disabilities:

1. We began our analysis by comparing percentage of Maine's students who receive special education to federally-reported national percentages.



- Maine's special education identification rates have been consistently higher than national rates.

2. Percent of enrolled students with disabilities, by disability category, ages 6-21, FFY 2011.

Percent of Enrolled Students with Disabilities, by Disability Category, Ages 6 - 21, FFY 2011			
Disability Category	**Percent of Overall Student Enrollment**		**Difference % (Positive Value = Maine is Higher)**
	State	**Nation**	
Autism	1.39	0.9	0.49
Emotional Disability	1.43	0.82	0.61

Hearing Impairment	0.11	0.15	-0.04
Intellectual Disability	0.39	0.96	-0.57
Multiple Disabilities	1.65	0.28	1.37
Other Health Impairment	3.35	1.63	1.72
Specific Learning Disabilities	5.39	5.23	0.16
Speech or Language Impairment	2.69	2.38	0.31
Traumatic Brain Injury	0.03	0.06	-0.03
Visual Impairment	0.04	0.06	-0.02

(Note: Due to missing data, not all disability categories are listed above.)

- Among all enrolled students, Maine's identification rate is ≥ 0.5% higher than the nation's for Autism, Emotional Disability, Multiple Disabilities, and Other Health Impairments.

- Among all enrolled students, Maine's identification rate is ≥ 0.5% lower than the nation's for Intellectual Disability.

3. The table below lists the disability category percentages for students with disabilities, ages 6-21, FFY 2011.

Disability Category Percentages for Students with Disabilities, Ages 6 - 21, FFY 2011			
Disability Category	**Percent of Students with Disabilities**		**Difference % (Positive Value = Maine is Higher)**
	State	**Nation**	
Autism	8.4	7.2	1.2
Emotional Disability	8.6	6.5	2.1
Hearing Impairment	0.7	1.2	-0.5
Intellectual Disability	2.4	7.6	-5.2
Multiple Disabilities	10	2.2	7.8
Other Health Impairment	20.3	12.9	7.4
Specific Learning Disabilities	32.7	41.5	-8.8

Speech or Language Impairment	16.3	18.9	-2.6
Traumatic Brain Injury	0.2	0.4	-0.2
Visual Impairment	0.2	0.5	-0.3

(Note: Due to missing data, not all disability categories are listed above.)

- Among students with disabilities ages 6 – 21, Maine's identification rate is > 1% higher than the nation's for Autism, Emotional Disability, Multiple Disabilities, and Other Health Impairments.

- Maine's identification rate is > 1% lower than the nation's for Intellectual Disability, Specific Learning Disabilities, and Speech or Language Impairment.

4. The table below lists, by disability category, the identification percentages of children ages 3 – 5, FFY 2011.

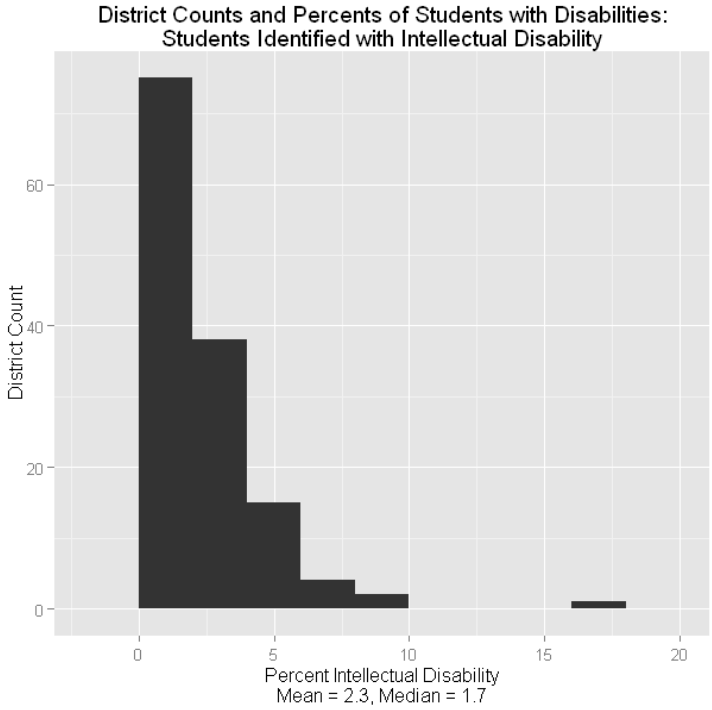
Disability Category Percentages for Students with Disabilities, Ages 3 - 5, FFY 2011			
Disability Category	**Percent of Students with Disabilities**		**Difference % (Positive Value = Maine is Higher)**
	State	**Nation**	
Autism	11.2	6.9	4.3
Developmental Delay	18.4	37.2	-18.8
Emotional Disability	1.3	0.4	0.9
Hearing Impairment	0.7	1.3	-0.6
Intellectual Disability	0.2	1.6	-1.4
Multiple Disabilities	2.4	1.1	1.3
Orthopedic Impairment	0.3	1.0	-0.7
Other Health Impairment	5.2	2.8	2.4
Specific Learning Disabilities	0.2	1.2	-1
Speech or Language Impairment	59.9	45.9	14

(Note: Due to missing data, not all disability categories are listed above.)

- Among students with disabilities ages 3 – 5, Maine's identification rate is > 4% higher than the nation's for Autism and 14% higher for Speech or Language Impairment.

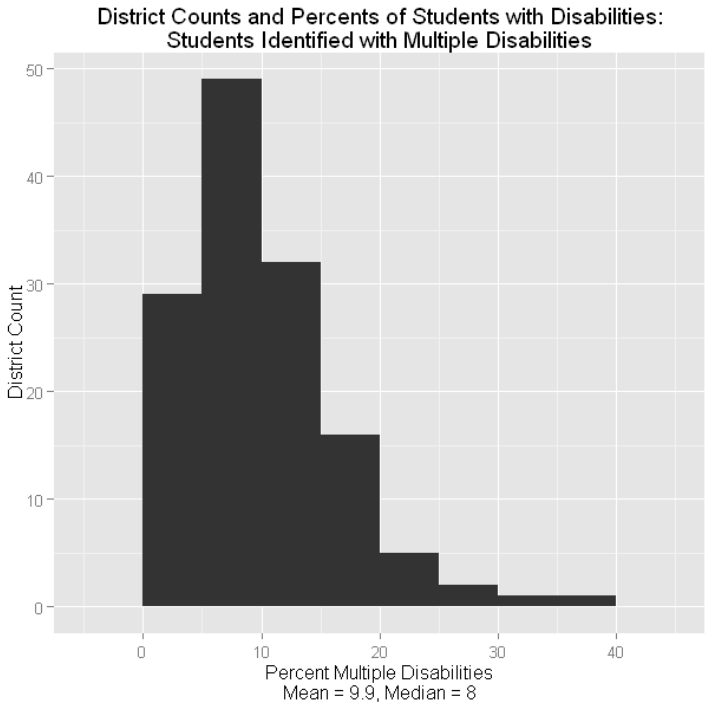
- Among students with disabilities ages 3 – 5, Maine's identification rate is > 18% lower than the nation's for Developmental Delay.

5. The analyses that follow focus on the disabilities for which Maine differs from the nation by at least 5% for students ages 3 - 20. The identification rates for the following disabilities were assessed for the 2011-12 school year: Intellectual Disability, Multiple Disabilities, Other Health Impairment, and Specific Learning Disability.
The analysis below looks at the distribution of School Administrative Units (SAUs) in the identification of Intellectual Disability. A negatively-skewed distribution might indicate that Maine's percentage of students identified with Intellectual Disability is lowered by a small subset of SAUs.



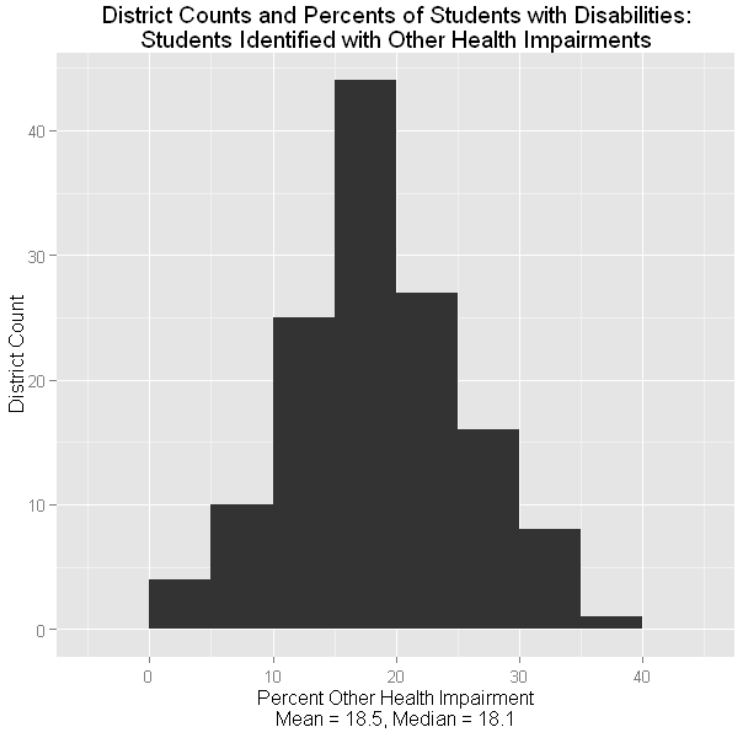
- The skew is positive, indicating that Maine's percentage of students with disabilities who are identified with Intellectual Disability is not lowered by a small subset of SAUs.

5. Below is the distribution of SAUs for the identification of Multiple Disabilities.



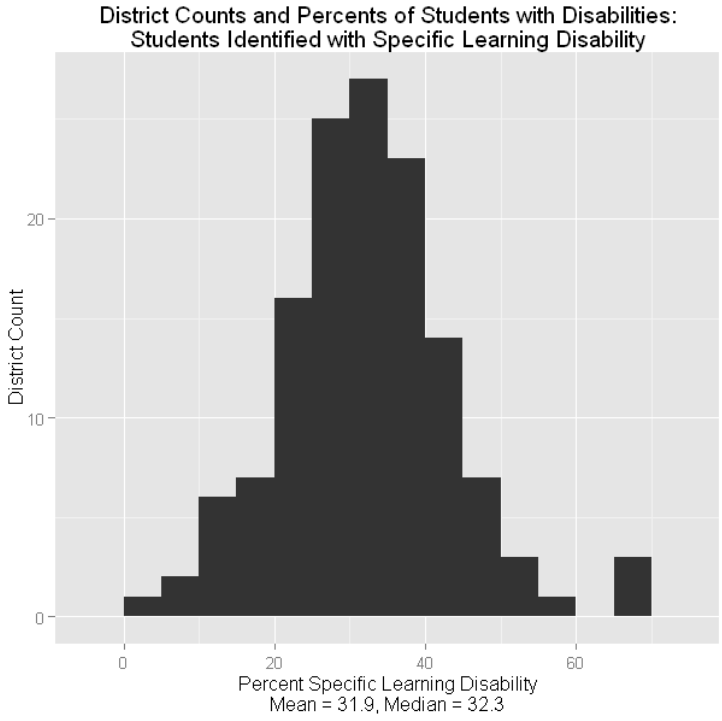
- For Multiple Disabilities, the skew is positive. Half of the SAUs fall below 8%, but there are some unusually high values that bring up the mean.

6. Below is the distribution of SAUs for the identification of Other Health Impairments.



- The distribution for Multiple Disabilities is approximately normal – the distribution is well centered on the mean and median – with half of the SAUs falling above 18%.

7. Below is the distribution of SAUs for the identification of Specific Learning Disability.

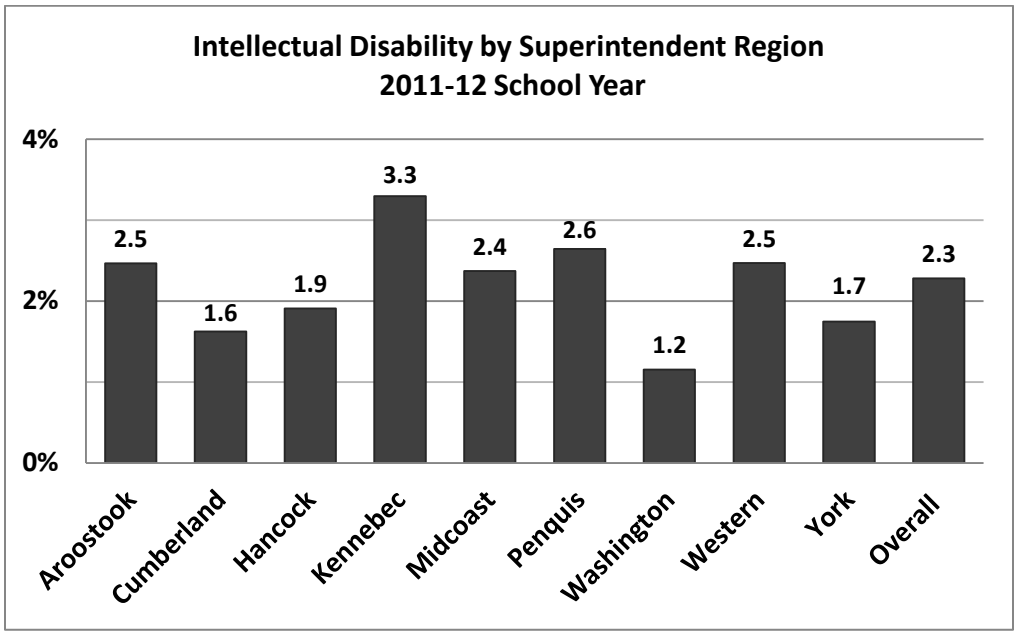


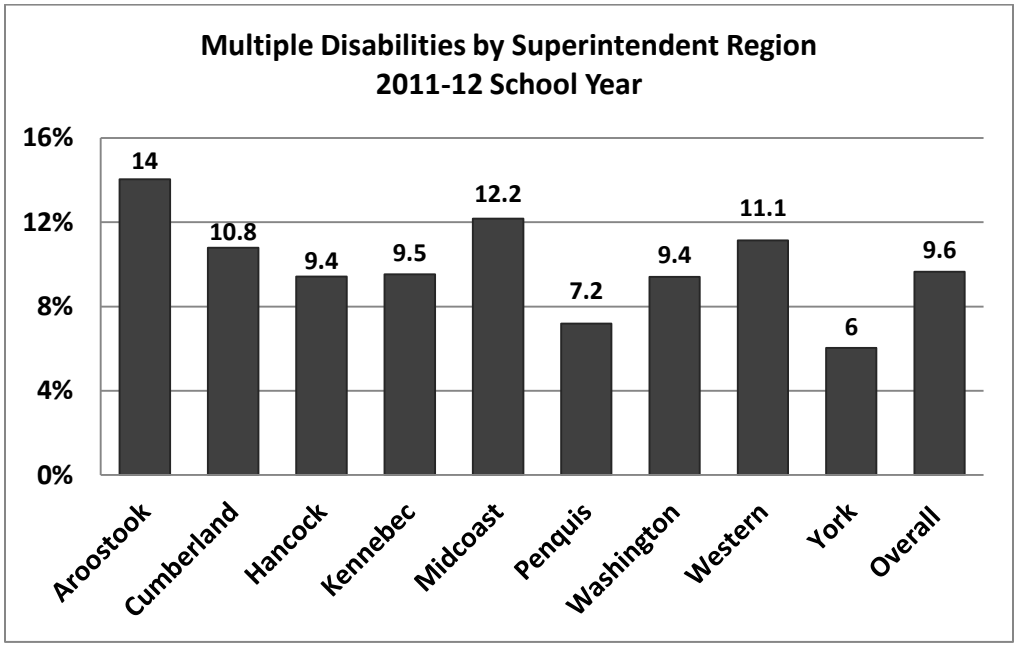
- The distribution for Specific Learning Disability is approximately normal – it is fairly well centered on the mean and median – with half of the SAUs falling below 32.3%.

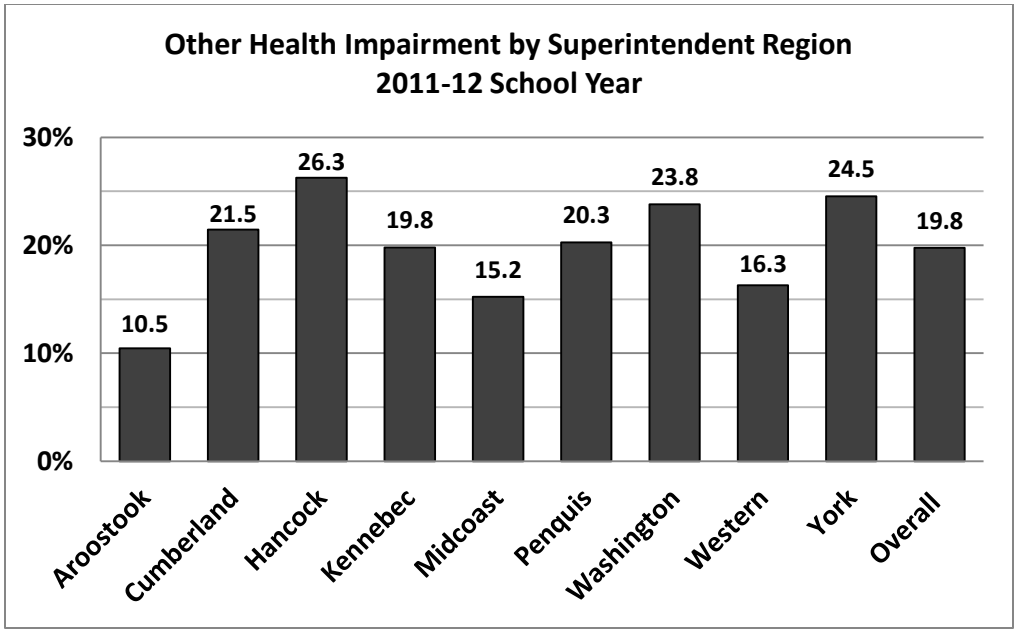
8. The table below shows the percent of students with disabilities in each disability category for each superintendent region in Maine (2011-12 school year, students ages 3-20).

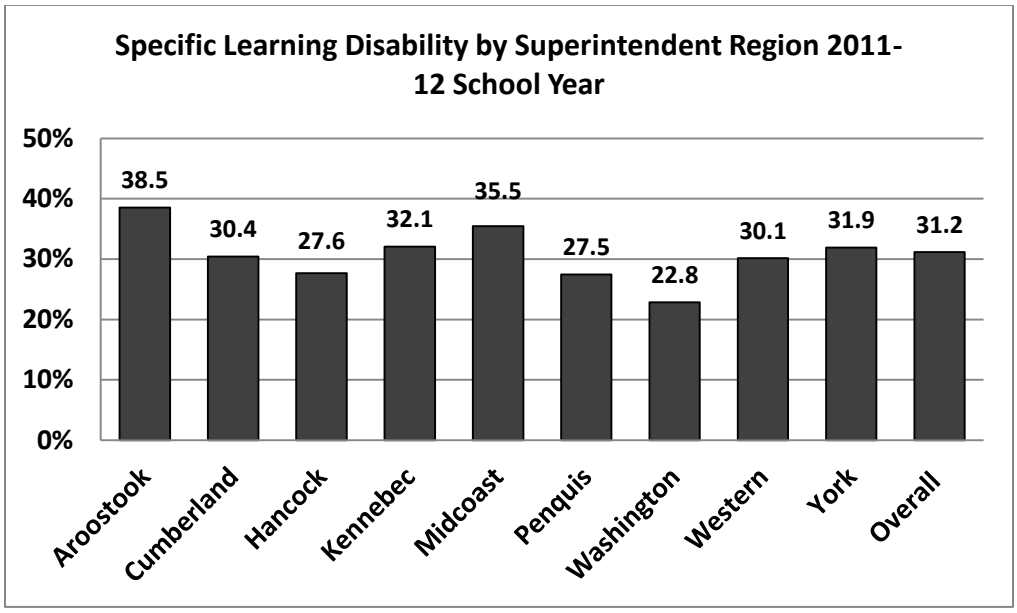
Maine Disability Category Percentages for Students with Disabilities by Superintendent Region; 2011-12 School Year								
	Autism	**Developmental Delay**	**Emotional Disability**	**Intellectual Disability**	**Multiple Disabilities**	**Other Health Impairment**	**Specific Learning Disability**	**Speech or Language Impairment**
Aroostook	6.4%	0.8%	7.8%	2.5%	14.0%	10.5%	38.5%	18.5%
Cumberland	10.3%	0.9%	8.7%	1.6%	10.8%	21.5%	30.4%	14.6%
Hancock	6.1%	0.4%	3.3%	1.9%	9.4%	26.3%	27.6%	23.2%
Kennebec	6.7%	0.3%	6.3%	3.3%	9.5%	19.8%	32.1%	20.8%
Midcoast	4.8%	0.7%	9.5%	2.4%	12.2%	15.2%	35.5%	18.7%
Penquis	11.9%	0.2%	6.7%	2.6%	7.2%	20.3%	27.5%	22.5%
Washington	7.1%	0.6%	7.1%	1.2%	9.4%	23.8%	22.8%	26.5%
Western	8.4%	0.6%	12.8%	2.5%	11.1%	16.3%	30.1%	16.8%
York	8.7%	1.3%	7.4%	1.7%	6.0%	24.5%	31.9%	17.2%
Overall	8.5%	0.7%	8.3%	2.3%	9.6%	19.8%	31.2%	18.4%

The charts below compare the superintendent regions for each of the disability categories for which there was a 5% difference between Maine and the nation for students ages 3-20 (Intellectual Disability, Multiple Disabilities, Other Health Impairment, and Specific Learning Disability). The percentages are the same as those listed in the table above.






Other Health Impairment by Superintendent Region
2011-12 School Year
30%
20%
10%
0%
10.5
21.5
26.3
19.8
15.2
20.3
23.8
16.3
24.5
19.8
Aroostook
Cumberland
Hancock
Kennebec
Midcoast
Penquis
Washington
Western
York
Overall


Specific Learning Disability by Superintendent Region 2011-
12 School Year
50%
40%
30%
20%
10%
0%
38.5
30.4
27.6
32.1
35.5
27.5
22.8
30.1
31.9
31.2
Aroostook
Cumberland
Hancock
Kennebec
Midcoast
Penquis
Washington
Western
York
Overall

Label 3: Excerpt from NECAP Scoring Manual

The NECAP Scoring Manual published by Measured Progress reads (on pages 52 and 53):

"The reporting scales [of scaled scores] are developed such that they range from x00 through x80 (where x is grade level). In other words, grade 3 scaled scores ranged from 300 to 380, grade 4 from 400 through 480, and so forth through grade 11. The lowest scaled score in the Proficient range is fixed at x40 for each grade level. For example, to be classified in the Proficient achievement level or above, a minimum scaled score of 340 was required at grade 3, 440 at grade 4, and so forth…. Converting raw scores to scaled scores does not change students' achievement level classifications… The psychometric advantage of scaled scores over raw scores [is that] scaled scores are comparable from one year to the next, raw scores are not… Because only two points within the scaled score space are fixed, the scaled score cut points between Substantially Below Proficient and Partially Proficient and between Proficient and Proficient with Distinction are free to vary across the grade and content area combinations."

Label 4: Description of stakeholder input

Maine has considered the importance of stakeholder involvement in the development of the SSIP from the moment the work began, in September, 2013. The process has been, and continues to be, to present analyses and facilitate stakeholder discussions around the information. The goal for each Stakeholders Meeting is to work together to produce the intended outcome. In some cases the outcomes for the meeting were to brainstorm and look for trends in the experiences of the membership. For others the outcome was to reach consensus on a topic, activity, or course of action. In each case workgroup members presented information and facilitated discussion, and stakeholders made the ultimate decision.

SSIP workgroup members, consisting of Office of Special Services staff, attended all Stakeholders Meetings. NERRC supported the workgroup in facilitating these meetings. Below are the Stakeholders Meetings, memberships and descriptions:

November 20, 2013: Data Management Group

Task:

Through a process of consensus, identify a general area of focus.

*review broad data analysis of four target areas

*areas identified based on Maine Data Display FY 2012-2013

- Graduation rates
- Educational environments
- Identification rates
- Proficiency rates

Outcome:

Stakeholders group arrived at consensus. Selected proficiency as the broad area of focus.

Data Management Group membership

The Data Management Group was an existing group of stakeholders that had met in previous years to address data issues as these impacted programs and outcomes for students with special needs. For the first SSIP Stakeholders Meeting we re-convened this group to capitalize on their previous working relationships.

Name	Position	Interest Represented
Murray Shulman	Executive Director, Southern Penobscot Regional Program for Children with Exceptionalities	Special Education Administrator, Regional programs
Will Burrow	RSU #4 Special Education Director	Special Education Administrator
Janice LaChance	Executive Director, Maine Parent Federation	Parent Information Center
Laurie Lemieux	Auburn School Department Special Education Director	Special Education Administrator
Sharon Brady	RSU #26 Special Education Director	Special Education Administrator
Mary Guerette	MSAD #1 Special Education Director	Special Education Administrator
Cindy Brown	Child Development Services State Director	Special Education Administrator
Donna Madore	Augusta School Department Assistant Superintendent	General Education Administrator
Anita Bernhardt	Maine DOE Standards and Instruction Coordinator	General Education, State Initiative
Jackie Bouchard	Educator	Special Education

Patrick Moore	RSU #75 Special Education Director	Special Education Administrator
Maine DOE Staff		
Debrajean Scheibel	SPDG Coordinator	Special Education, State Initiative
Janice Breton	State Special Education Director	SEA Special Education
Peg Armstrong	Special Education/General Education Liaison	SEA Special Education
Roberta Lucas	Federal Programs Coordinator	SEA Special Education
Jon Braff	State Agency/ State Ward Coordinator	SEA Special Education
Shawn Collier	Statistician	SEA Special Education
Cindy Bernstein	SPP/APR Coordinator	SEA Special Education
NERRC Facilitators		
Kristen Reedy	Director	NERRC
Susan Hayes	TA Provider	NERRC

June 30, 2014: SSIP Stakeholders Group

Task:

Given in depth data analysis on proficiency for students with disabilities, through brainstorming activities, identify possible root causes and potential improvement strategies.

Outcomes:

- Stakeholders identified root causes as related to their field experiences.
- Stakeholders described potential improvement strategies.
- Trends were outlined.
- Members began a discussion around a possible measureable outcome for students with disabilities.

SSIP Stakeholders Group membership

The membership of the group that met in November was adjusted to ensure a wide variety of professional and community representatives were at the table to share their expertise and experiences. In order to forge partnerships with the stakeholders as representatives of their own invested groups it was clear the SSIP Stakeholders Group needed more diversity of membership.

Name	**Position**	**Interest Represented**
Leigh Lardieri	Lewiston School Department, Special Education Teacher	Special Education Teachers
Linda Parkin	Maine DOE, Focus School Consultant	General Education, State Initiative
Janice LaChance	Executive Director, Maine Parent Federation	Parent Information Center
Laurie Lemieux	Auburn School Department Special Education Director	Special Education Administrator
Sharon Brady	RSU #26 Special Education Director	Special Education Administrator
Mary Guerette	MSAD #1 Special Education Director	Special Education Administrator
Kristie Littlefield	Maine DOE, Content Specialist	General Education, State Initiative
Donna Madore	Augusta School Department Assistant Superintendent	General Education Administrator
Jay Ketner	Maine DOE, Content Specialist	General Education, State Initiative
Carrie Woodcock	Parent	Parents
Libby Stone-Sterling	Maine DOL, Assistant Director, Division of Vocational Rehabilitation	State Advisory Panel representative
Sandra Gorsuch-Plummer	RSU #1, Principal	General Education Administrator
Maine DOE Staff		

Janice Breton	State Special Education Director	SEA Special Education
Peg Armstrong	Special Education/General Education Liaison	SEA Special Education
Roberta Lucas	Federal Programs Coordinator	SEA Special Education
Jon Braff	State Agency/ State Ward Coordinator	SEA Special Education
Shawn Collier	Statistician	SEA Special Education
Cindy Bernstein	SPP/APR Coordinator	SEA Special Education
NERRC Facilitators		
Susan Hayes	TA Provider	NERRC

July 23, 2014: SSIP Stakeholders Group

Task:

Using a process of consensus, identify the measurable result for students with disabilities.

Outcomes:

- Stakeholders identified proficiency in math for students with disabilities as the measurable result.
- Stakeholders discussed the advantage of following a cohort of students starting at grade 4 to measure performance that demonstrates the effects of the intervention.
- In addition, stakeholders brainstormed local initiatives that align with the selected measurable result.
- Given a broad infrastructure overview, stakeholders began brainstorming what State-level initiatives might offer evidence-based improvement strategies that would support positive outcomes on the measurable result.

SSIP Stakeholders Group membership

The outcomes of the June Stakeholders Meeting informed the workgroup that stakeholders were interested in considering proficiency in math as a possible measurable result for students with disabilities. The math content specialist for the State was asked to join the Stakeholders Group as a reference for stakeholders.

Name	**Position**	**Interest Represented**
Leigh Lardieri	Lewiston School Department, Special Education Teacher	Special Education Teachers
Linda Parkin	Maine DOE, Focus School Consultant	General Education, State Initiative
Janice LaChance	Executive Director, Maine Parent Federation	Parent Information Center
Laurie Lemieux	Auburn School Department Special Education Director	Special Education Administrator
Sharon Brady	RSU #26 Special Education Director	Special Education Administrator
Mary Guerette	MSAD #1 Special Education Director	Special Education Administrator
Kristie Littlefield	Maine DOE, Content Specialist	General Education, State Initiative
Donna Madore	Augusta School Department Assistant Superintendent	General Education Administrator
Jay Ketner	Maine DOE, Content Specialist	General Education, State Initiative
Carrie Woodcock	Parent	Parents
Michelle Mailhot	Maine DOE, Content Specialist	General Education, State Initiative, Math specialist
Libby Stone-Sterling	Maine DOL, Assistant Director, Division of Vocational Rehabilitation	State Advisory Panel representative
Sandra Gorsuch-Plummer	RSU #1, Principal	General Education Administrator
Maine DOE Staff		
Janice Breton	State Special Education Director	SEA Special Education
Peg Armstrong	Special Education/General Education Liaison	SEA Special Education

Roberta Lucas	Federal Programs Coordinator	SEA Special Education
Jon Braff	State Agency/ State Ward Coordinator	SEA Special Education
Shawn Collier	Statistician	SEA Special Education
Cindy Bernstein	SPP/APR Coordinator	SEA Special Education
NERRC Facilitators		
Susan Hayes	TA Provider	NERRC

September 23, 2014: SSIP Stakeholders Group

Task:

Given in depth infrastructure analysis of Maine DOE initiatives and priorities, through brainstorming activities, identify root causes that align with current initiatives and potential improvement strategies that align with State priorities.

Outcomes:

- Stakeholders reconsidered old information and integrated new information to re-assess root causes of decreased proficiency. Overarching root causes were identified.
- Stakeholders had a discussion of improvement strategies that connected to identified root causes.
- In addition, stakeholders brainstormed priorities of and for the State, identifying patterns in these priorities as they impact selection of improvement strategies.
- Given all the data and analysis to date, stakeholders brainstormed possible approaches to the implementation of the plan that would support positive outcomes on the measurable result.

SSIP Stakeholders Group membership

The membership of the group remained the same from the last meeting. This membership is now well accustomed to working together. A collaborative problem solving approach was apparent with the membership in their analysis and brainstorming activities. This was the final, formal Stakeholders Meeting for Phase I of the SSIP. Continued contact with stakeholders occurred throughout the completion of Phase I.

Name	**Position**	**Interest Represented**
Leigh Lardieri	Lewiston School Department, Special Education Teacher	Special Education Teachers
Linda Parkin	Maine DOE, Focus School Consultant	General Education, State Initiative
Janice LaChance	Executive Director, Maine Parent Federation	Parent Information Center
Laurie Lemieux	Auburn School Department Special Education Director	Special Education Administrator
Sharon Brady	RSU #26 Special Education Director	Special Education Administrator
Mary Guerette	MSAD #1 Special Education Director	Special Education Administrator
Kristie Littlefield	Maine DOE, Content Specialist	General Education, State Initiative
Donna Madore	Augusta School Department Assistant Superintendent	General Education Administrator
Jay Ketner	Maine DOE, Content Specialist	General Education, State Initiative
Carrie Woodcock	Parent	Parents
Michelle Mailhot	Maine DOE, Content Specialist	General Education, State Initiative, Math specialist
Libby Stone-Sterling	Maine DOL, Assistant Director, Division of Vocational Rehabilitation	State Advisory Panel representative
Sandra Gorsuch-Plummer	RSU #1, Principal	General Education Administrator
Maine DOE Staff		
Janice Breton	State Special Education Director	SEA Special Education
Peg Armstrong	Special Education/General Education Liaison	SEA Special Education

Roberta Lucas	Federal Programs Coordinator	SEA Special Education
Jon Braff	State Agency/ State Ward Coordinator	SEA Special Education
Shawn Collier	Statistician	SEA Special Education
Cindy Bernstein	SPP/APR Coordinator	SEA Special Education
NERRC Facilitators		
Susan Hayes	TA Provider	NERRC

February, 2015: SSIP Stakeholders Group

Task:

Participate in continued contact via email and newsletters to stay informed on the completion of the SSIP. Given continued technical assistance from OSEP and resource center, provide input on the theory of action, baselines and target setting for this indicator. Stakeholders were also asked to consider continued work with the SSIP in Phase II.

Outcomes:

- Stakeholders considered a more specific definition of the subpopulation measured in the SiMR. Members agreed to identify schools by strengths in overall proficiency in math and needs in closing the gap in math proficiency between students with disabilities and the general population
- Stakeholders identified connections between the map of the plan and the expression of that map on the theory of action.
- Stakeholders agreed to report proficiency rates for students with disabilities as the percentage, and average math scaled score for students with disabilities to track actual improvement in scores.
- Stakeholders discussed baselines and made recommendations for targets.
- Stakeholders engaged SSIP workgroup members on responsibilities and time commitment needed for the Phase II involvement.

SSIP Stakeholders Group membership

The membership of the group remained the same from the last meeting. This group is very well informed of the SSIP having been so close to its development. They agreed that, given the time commitments and challenges traveling in Maine in the winter, contact via phone and web would continue to meet the needs of developing the SSIP. In addition, with the reorganization of the technical assistance centers we found ourselves with even more TA in the form of the new NCSI, as well as IDC and our OSEP state contact. We have also received support from the Northeast Comprehensive Center's (NCC) liaison to Maine DOE, who has been working with the School Improvement team and their work with focus schools. Members of the Phase I Stakeholders Group have agreed to continue on in Phase II SSIP work. In addition, new members have requested information about the SSIP Stakeholders Group. To date a general educator has agreed to participate on the Phase II Stakeholders Group as a new member.

Name	**Position**	**Interest Represented**
Leigh Lardieri	Lewiston School Department, Special Education Teacher	Special Education Teachers
Linda Parkin	Maine DOE, Focus School Consultant	General Education, State Initiative
Janice LaChance	Executive Director, Maine Parent Federation	Parent Information Center
Laurie Lemieux	Auburn School Department Special Education Director	Special Education Administrator
Sharon Brady	RSU #26 Special Education Director	Special Education Administrator
Mary Guerette	MSAD #1 Special Education Director	Special Education Administrator
Kristie Littlefield	Maine DOE, Content Specialist	General Education, State Initiative
Donna Madore	Augusta School Department Assistant Superintendent	General Education Administrator
Jay Ketner	Maine DOE, Content Specialist	General Education, State Initiative

Carrie Woodcock	Parent	Parents
Michelle Mailhot	Maine DOE, Content Specialist	General Education, State Initiative, Math specialist
Libby Stone-Sterling	Maine DOL, Assistant Director, Division of Vocational Rehabilitation	State Advisory Panel representative
Sandra Gorsuch-Plummer	RSU #1, Principal	General Education Administrator
Maine DOE Staff		
Janice Breton	State Special Education Director	SEA Special Education
Peg Armstrong	Special Education/General Education Liaison	SEA Special Education
Roberta Lucas	Federal Programs Coordinator	SEA Special Education
Jon Braff	State Agency/ State Ward Coordinator	SEA Special Education
Shawn Collier	Statistician	SEA Special Education
Cindy Bernstein	SPP/APR Coordinator	SEA Special Education
TA Providers		
Susan Hayes	TA Provider	NCSI
Candice Bocala	TA Provider	IDC
Steve Hamilton	TA Provider for Comprehensive School Improvement	Learning Innovations, WestEd
Jennifer Wolfsheimer	State Contact	OSEP

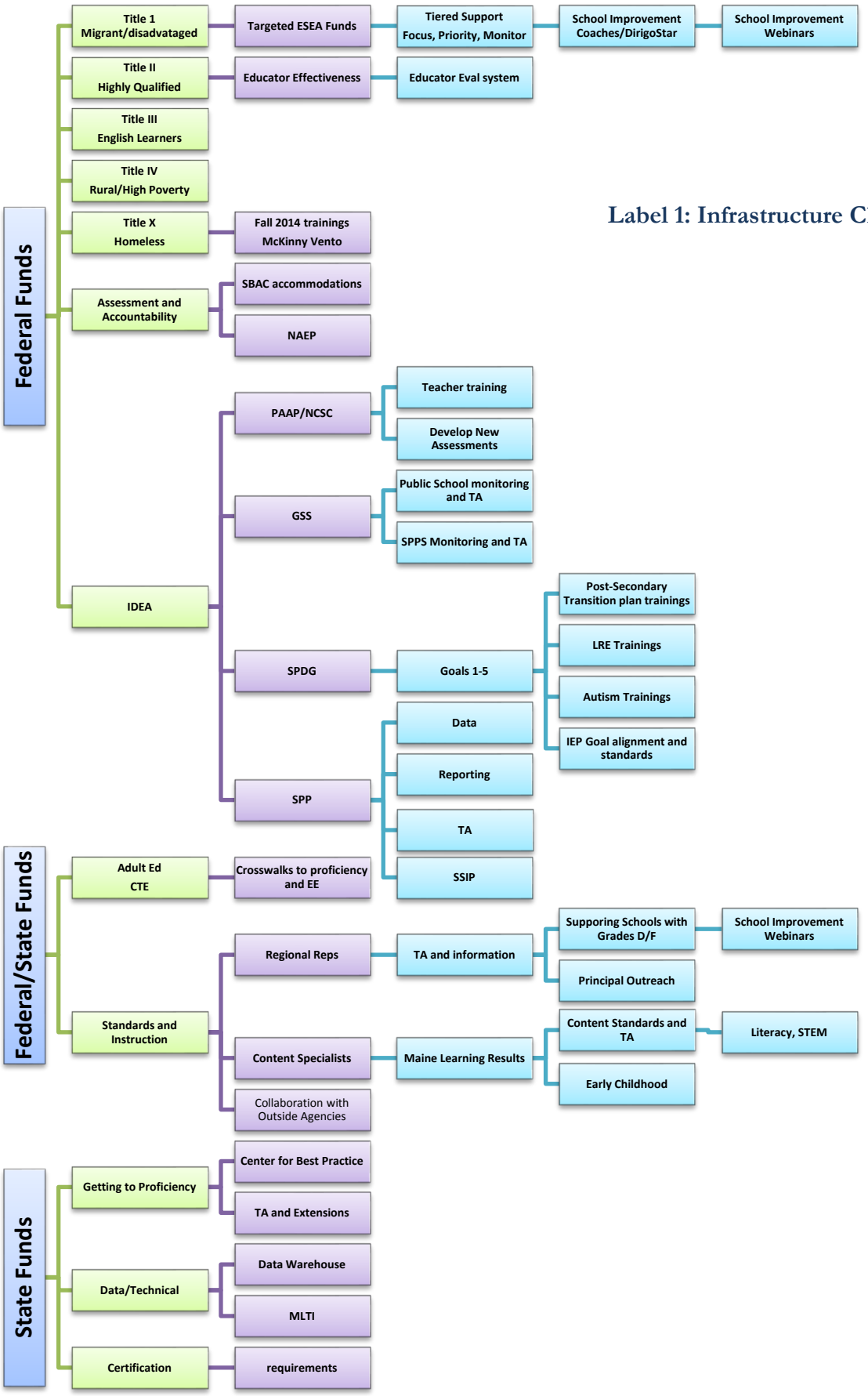
Label 5: Data analysis references

Jones, J. L., & Hensley, L. R. (2012). Taking a closer look at the impact of classroom placement: Students share their perspective from inside special education classrooms. *Education Research Quarterly, 35, 3,* 33–49.

Rea, P. J., Mclaughlin, V. L.,& Walther-Thomas C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Exceptional Children, 68, 2*, 203–222.

Roland, K. E. (2011). Using hierarchical modeling to determine grade proficiency on the New England Common Assessment Program testing. *Dissertations and Master's Theses.* Paper AAI1497510. http://digitalcommons.uri.edu/dissertations/AAI1497510

Simpson, R. K. (2012). The relationship between reading and mathematics achievement of students with disabilities and least restrictive environment practices in Kentucky. *Dissertations.* Paper 33. http://digitalcommons.wku.edu/diss/33.



Label 1: Infrastructure Chart

Label 2: Initiative Comparison Chart

	State Priorities and Initiatives	Strengths that Could Support SSIP	Challenges that Could Pose Barriers to SSIP
_Governance ***_Accountability*** _Fiscal ***_Quality Standards*** ***_PD*** ***_Data*** ***_TA***	**Standards and Assessment** ✓ Content Specialists provide TA and PD on Maine's Learning Standards o Major initiatives: Literacy and STEM o Content specialists work with D and F schools o Content Specialists work on school improvement efforts	✓ Schools are already identified.	✓ D and F ranking is not a clear indicator of proficiency. Other factors like participation are included. ✓ D and F schools can have substantially below proficiency for the whole population ✓ D and F schools can sometimes resent their designation. Lack of volunteering to "do the work" brings lack of investment in change. ✓ D and F schools may already have enough on their agendas ✓ Approach to work with content specialists needs to be developed
_Governance ***_Accountability*** _Fiscal ***_Quality Standards*** ***_PD*** ***_Data*** ***_TA***	**Proficiency Based Education** ✓ Maine students will be required to meet standards in 8 content areas to receive a high school diploma beginning in 2018 ✓	✓ Will transform Maine schools to a proficiency based system instead of a seat time system – putting achievement of standards behind a diploma ✓ Much TA and PD being provided to Maine schools	✓ SWD require greater and equitable access to general curriculum ✓ SWD and other students may not graduate if schools don't develop adequate supports
_Governance ***_Accountability*** _Fiscal ***_Quality Standards*** ***_PD*** ***_Data*** ***_TA***	**Educator Effectiveness** ✓ Requires each SAU to have a system of measuring educator effectiveness with at least 20% based on achievement	✓ Students with disabilities will benefit as their achievement gets factored in ✓ Educators may need PD to improve student outcomes	✓ It will take SAUs some time to develop their systems and evaluate educators – schedule may not be conducive to SSIP work ✓ Link between SSIP and Educator Effectiveness is somewhat indirect

	State Priorities and Initiatives	Strengths that Could Support SSIP	Challenges that Could Pose Barriers to SSIP
_***Governance*** _***Accountability*** _***Fiscal*** _***Quality Standards*** _***PD*** _***Data*** _***TA***	**School Improvement/System of Supports/ ESEA Flexibility Waivers** ✓ With-in school achievement gap index (WISAG) identifies schools with the largest gaps between student sub-groups. Schools with highest gaps are identified as Focus schools. Assistance is targeted towards improving the sub group's outcomes.	✓ Schools are already identified ✓ Designation is usually because of gap in achievement of SWD and general population ✓ Established infrastructure for identification, support, evidence based improvement strategies ✓ Intervention could be scaled up for use in the whole state ✓ TA uses IndiStar indicators of effectiveness ✓ Focus Schools are targeted for 3 years	✓ Focus schools may already have enough on their agendas ✓ Focus schools can sometimes resent their designation. Lack of volunteering to "do the work" brings lack of investment in change. ✓ Approach to work with content specialists needs to be developed
_Governance _***Accountability*** _***Fiscal*** _***Quality Standards*** _PD _***Data*** _TA	**Data Quality Management**	✓ MDOE has developed a project management task to ensure that its data is accurate and timely	✓ No barriers – but not much identifiable in direct relevance

	State Priorities and Initiatives	Strengths that Could Support SSIP	Challenges that Could Pose Barriers to SSIP
_Governance ***_Accountability*** ***_Fiscal*** ***_Quality Standards*** ***_PD*** ***_Data*** ***_TA***	**State Personnel Development Grant** ✓ Improving teachers' skill set ✓ Improving inclusive practices ✓ Improving use of data to inform placement decisions ✓ Improve IEP goal alignment with standards ✓	✓ Has established a system and structure of PD that could be utilized ✓ SSIP fits with several initiatives	✓ We are beginning our fourth year of a five year grant. Although SSIP fits with several current initiatives, we are well along in the SPDG grant. ✓ SSIP activities would need to be written into a future SPDG grant. Timiing is not optimal.
_Governance ***_Accountability*** ***_Fiscal*** ***_Quality Standards*** ***_PD*** ***_Data*** ***_TA***	**Results Driven Accountability** ✓ Office of Special Services is planning to begin incorporating results in LEA Determinations	✓ Supports the focus on results for SWD as does the SSIP	✓ MDOE is not certain of the process or timeline.
_Governance _Accountability _Fiscal _Quality Standards _PD _Data _TA	✓ ***Governor's and Commissioner's Initiatives*** o School Rank Card (A – F Schools) o Emphasis on accountability o Department priorities through a strategic plan (above)	✓ The current administration has emphasized accountability and improved results for all students ✓ A number of the initiatives align with the SSIP work	✓ There are many competing demands on the SEA and SAUs. Competition is for time, fiscal resources, staff focus.

Label 3: Infrastructure analysis references

Joyce, Bruce R., & Showers, B. (2003). Designing training and peer coaching: our needs for learning. National College for School Leadership. Retrieved from http://test.updc.org/assets/files/professional_development/umta/lf/randd-engaged-joyce.pdf

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Label 1: Implementation Drivers

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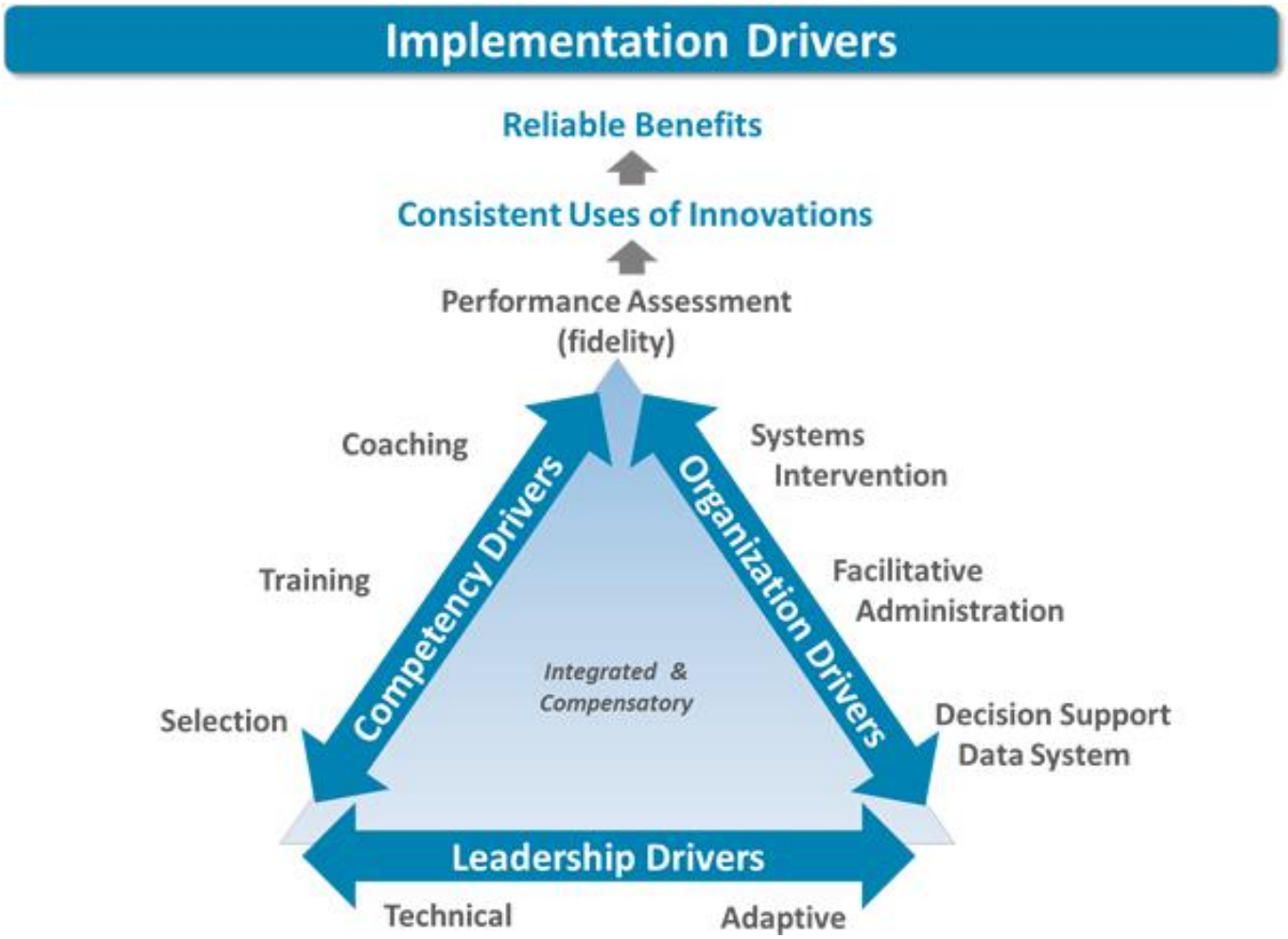
SISEP eNotes
Notes, News and Discussion from the
State Implementation & Scaling-up of Evidence-Based Practices Project

June 2012

Implementation Drivers

Implementation Drivers are the critical components of the implementation infrastructure that supports successful and sustainable implementation of evidence based programs, practices and innovations. These Implementation Drivers are integrated and compensatory, meaning they work together and a weakness in one can be made up for with strengths in the other Drivers.



Three Types of Implementation Drivers

There are three types of Implementation Drivers, and when used collectively, these Drivers help to ensure high fidelity and sustainable program implementation.

Competency drivers

Competency drivers help to develop, improve, and sustain educators' competence and confidence to implement effective educational practices and supports. Competency drivers include Selection, Training, Coaching and Performance Assessment

Organization drivers

Organization drivers help to create and sustain hospitable organizational and systems environments for effective educational services. Organization Drivers include: Decision Support Data System, Facilitative Administration, and Systems Intervention

Leadership drivers

Leadership drivers help to guide leaders to use the right leadership strategies for the situation. Leadership Drivers include Technical and Adaptive strategies.

When all of the Implementation Drivers are working in an integrated manner, performance assessments will show consistent use of education innovations as intended, leading to improved educational outcomes.

Label 2: General Timeline of Next Steps

Actions	Timeline
Hire and train coaches	Spring and Summer 2015
Connect coaches with identified schools	Summer 2015
Schools with coaching support complete self-assessment, analyze results, and develop action plan	Fall 2015 and Spring 2016
Schools include action plan improvement activities in school budget	Spring 2016
Schools with coaching support begin implementation of action plan	Spring and Summer 2016
Schools with coaching support continue implementation of action plan	Fall 2016 and Spring 2017